

## RECOMMENDED CLASSROOM/INSTRUCTIONAL ASSESSMENT TOOL PUBLISHERS

NAME OF TOOL	PUBLISHER	WEB ADDRESS
Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, <i>Second Edition</i> (0-3 and 3-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
Brigance Inventory of Early Development-II (IED-II, 0 to 7 years)	Curriculum Associates, Inc. 153 Rangeway Rd. North Billerica, MA 01862	<a href="http://www.curriculumassociates.com">www.curriculumassociates.com</a>
Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), <i>Third Edition</i> (0-3 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
Carolina Curriculum for Preschoolers with Special Needs (CCPSN), <i>Second Edition</i> (2-5 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
Creative Curriculum for Preschoolers (3-5 yrs)	Teaching Strategies, Inc. 5151 Wisconsin Ave, NW, Suite 300 Washington, DC 20016	<a href="http://www.teachingstrategies.com">www.teachingstrategies.com</a>
High/Scope Child Observation Record for Infants and Toddlers (COR, 6 wks-3 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	<a href="http://www.highscope.org">www.highscope.org</a>
Preschool Child Observation Record (COR), <i>Second Edition</i> (2½-6 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	<a href="http://www.highscope.org">www.highscope.org</a>
Early Learning Accomplishment Profile (E-LAP, 0-3 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	<a href="http://www.kaplanco.com">www.kaplanco.com</a>
Hawaii Early Learning Profile (HELP, 0-3 and 3-6 yrs)	VORT Corporation P.O. Box 60132 Palo A lot, CA 94306	<a href="http://www.vort.com">www.vort.com</a>
Learning Accomplishment Profile-Third Edition (LAP-3, 3-6 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	<a href="http://www.kaplanco.com">www.kaplanco.com</a>
The Ounce Scale (0-3½ yrs)	Pearson Early Learning 1185 Avenue of the Americas, 26 <sup>th</sup> Floor NY, NY 10036	<a href="http://www.pearsonearlylearning.com">www.pearsonearlylearning.com</a>
Transdisciplinary Play-Based Assessment (TPBA), <i>Revised Edition</i> (6 mo-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
Work Sampling System, <i>4<sup>th</sup> Edition</i> (3 yrs-6 <sup>th</sup> grade)	Pearson Early Learning 1185 Avenue of the Americas, 26 <sup>th</sup> Floor NY, NY 10036	<a href="http://www.pearsonearlylearning.com">www.pearsonearlylearning.com</a>

## BIRTH TO THREE STANDARDS MATRIX

Assessment	Communication						Cognitive				Social Emotional				Motor					Creative Expression			
Benchmark	1.1	1.2	2.1	2.2	3.1	3.2	1.1	1.2	1.3	1.4	1.1	1.2	2.1	2.2	1.1	1.2	1.3	1.4	1.5	1.1	1.2	1.3	1.4
AEPS (0-3 yrs)																							
Brigance (0-7 yrs)																							
Carolina – Infants & Toddlers (0-3 yrs)																							
Carolina – Preschoolers (2-5 yrs)																							
Infant and Toddler COR (6 wks-3 yrs)																							
Preschool COR (2½-6 yrs)																							
Creative Curriculum Preschoolers (3-5 years)																							
E-LAP (0-3 yrs)																							
HELP (0-3 yrs)																							
LAP-3 (3-6 yrs)																							
The Ounce Scale (0-3½ yrs)																							
TPBA (6 months-6 yrs)																							
Work Sampling System (3 yrs-6 <sup>th</sup> grade)																							

### THREE AND FOUR STANDARDS MATRIX

Assessment	Language Arts													Mathematics				Science					
Benchmark	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.5
AEPS (3-6 yrs)																							
Brigance (0-7 yrs)																							
Carolina-Infants & Toddlers (0-3yrs)																							
Carolina-Preschoolers (2-5 yrs)																							
Infant and Toddler COR (6wks-3yrs)																							
Preschool COR (2 ½-6 yrs)																							
Creative Curriculum-Preschoolers (3-5yrs)																							
E-LAP (0-3 yrs)																							
HELP for Preschoolers (3-6 yrs)																							
LAP-3 (3-6 yrs)																							
The Ounce Scale (0-3½ yrs)																							
TPBA (6 months-6 yrs)																							
Work Sampling System (3 yrs-6 <sup>th</sup> grade)																							

### THREE AND FOUR STANDARDS MATRIX

Assessment	Social Studies						Health/Mental Wellness				Physical Education					Arts and Humanities			
Benchmark	1.1	1.2	1.3	1.4	1.5	1.6	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.5	1.1	1.2	1.3	1.4
AEPS (3-6 yrs)																			
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The Ounce Scale (0-3½ yrs)																			
TPBA (6 months-6 yrs)																			
Work Sampling System (3 yrs-6 <sup>th</sup> grade)																			

# Kentucky Early Childhood Standards Crosswalks

# Kentucky Early Childhood Standards Crosswalk

## Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<b><i>Cognitive Standard 1: Explores the environment and retains information</i></b>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<b>Cognitive:</b> A1.1, A1.2, A1.3, A1.4, B1.1, B1.2, B2.1, B2.2, B2.3, B3.1, C1.1, C1.2, C1.3
<b>Benchmark 1.2:</b> Responds to the environment	<b>Cognitive:</b> C2.1, D1.1, E1.1, E1.2, E2.1, E3.1
<b>Benchmark 1.3:</b> Recalls information about the environment	<b>Cognitive:</b> B2.1, B2.2, B2.3, B3.1
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>Cognitive:</b> F2.1, F2.2, F2.3, F3.1, G1.1, G1.2, G1.3, G1.4
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>Social/Communication:</b> A1.1, A1.2, A2.1, A2.2, A3.1, B1.1, B1.2, B1.3, B2.1, B2.2
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>All Social/Communication</b>
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>Social/Communication:</b> A1.1, A1.2, A2.1, A2.2
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>Social/Communication:</b> B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, D1.1, D1.2, D1.3, D1.4, D1.5, D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D3.1, D3.2, D3.3, D3.4
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>Fine Motor:</b> A2.1, A3.1, A4.1, B2.1, B2.2, B4.1, B4.2
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>Cognitive:</b> C2.1, D1.1
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<b>Cognitive:</b> A1.1, A1.2, A1.3, A1.4 <b>Social/Communication:</b> A1.1, A1.2, A2.2
<b>Benchmark 1.2:</b> Enjoys and engages in music	
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>Social:</b> A2.1, C1.1

## Kentucky Early Childhood Standards Crosswalk

### Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<b>Fine Motor:</b> A1.1, A1.2, A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, A4.1, A4.2, A4.3, A5.1, A5.2, <b>Gross Motor:</b> A2.1, A2.2, A3.3, C1.1, C1.2, C1.3, C3.1, C3.2, D5.1
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<b>Gross Motor:</b> B1.4, C1.4, C2.2, C2.3, D3.1, D3.2, D4.3
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>Fine Motor:</b> AG1, AG2 AG3, AG4, AG5, BG1, BG2, BG3, BG4
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>Fine Motor:</b> All Goals
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>Adaptive:</b> BG1, BG2, BG3, CGA
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>Social:</b> A3.2
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>Social:</b> CG1, AG1, AG2, AG3
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>Social:</b> SAG1
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>Cognitive:</b> A1.1, <b>Fine Motor:</b> AG1
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>Gross Motor:</b> B1.1, B1.3
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>Gross Motor:</b> B1.1, B1.3
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>Cognitive:</b> FG1

# Kentucky Early Childhood Standards Crosswalk

## Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>Social Communication:</b> All
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>Social Communication:</b> G2
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>Social Communication:</b> All
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>Social:</b> BG2, <b>Cognitive:</b> A, B, C, D, E, F
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>Cognitive:</b> C3.1, <b>Social:</b> BG2, BG3
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>Fine Motor:</b> B.G.3
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>Fine Motor:</b> B.G.3
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>Fine Motor:</b> Strand B
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>Fine Motor:</b> Strand B (General)
<b>Benchmark 3.6:</b> Tells and retells a story	<b>Cognitive:</b> CG3, DG1, FG1
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>Fine Motor:</b> BG1 All
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>Fine Motor:</b> BG1 All
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>Social:</b> AG1, BG1, BG2, BG3, CG2, DG1, DG2,
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>Social:</b> SAG3 All
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>Adaptive:</b> A1.3, A1.4, A1.5, BG1, BG2, DG3.1, CG1



# Kentucky Early Childhood Standards Crosswalk

## Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>Cognitive:</b> E1.2
<b>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>Cognitive:</b> AG2 All, GG1 All, GG2 All
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>Cognitive:</b> A1.2, A3.1, BG1 All
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>Cognitive:</b> BG1 All
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>Gross Motor:</b> A1.1, A2.1
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>Gross Motor:</b> A All, B, G1 All, BG2 All, BG3 All
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>Gross Motor:</b> BG2 All, BG4 All
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>Gross Motor:</b> A2.1, BG All, BG2 All, BG3 All, BG4 All
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>Fine Motor:</b> AG1 All, AG2 All, BG1 All, BG2 All, BG3 All
<b>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	<b>Fine Motor:</b> A1.1, <b>Cognitive:</b> AG1 All, BG All
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	<b>Social Communication:</b> G3 All

## Kentucky Early Childhood Standards Crosswalk

### Assessment, Evaluation, and Programming System for Infants and Children, Second Edition

<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	
<b>Early Childhood Standards and Benchmarks</b>	<b>Crosswalk Items</b>
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	<b>Cognitive:</b> D, E, F
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>Cognitive:</b> D, E
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	<b>Cognitive:</b> B, D
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>Social:</b> BG2, BG3, CG2
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<b><i>Cognitive Standard 1: Explores the environment and retains information</i></b>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<b>Social and Emotional Development:</b> <b>G-2:</b> Play Skills and Behaviors
<b>Benchmark 1.2:</b> Responds to the environment	<b>Speech and Language Skills:</b> <b>E-1:</b> Prespeech Receptive Language <b>E-2:</b> Prespeech Gestures <b>E-3:</b> Prespeech Vocalization <b>E-4:</b> General Speech and Language Development
<b>Benchmark 1.3:</b> Recalls information about the environment	
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>Fine-Motor Skills and Behaviors:</b> <b>C-4:</b> Draw a Person <b>Speech and Language Skills:</b> <b>E-8:</b> Picture Vocabulary <b>General Knowledge and Comprehension:</b> <b>F-2a:</b> Body Parts – Receptive <b>F-2b:</b> Body Parts – Expressive <b>F-3:</b> Colors <b>F-4:</b> Shape Concepts <b>F-7:</b> Classifying <b>F-9:</b> Knows Use of Objects
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>Speech and Language Skills:</b> <b>E-1:</b> Prespeech Receptive Language <b>E-2:</b> Prespeech Gestures <b>E-3:</b> Prespeech Vocalization <b>E-4:</b> General Speech and Language Development

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>Speech and Language Skills:</b> <b>E-1:</b> Prespeech Receptive Language <b>E-2:</b> Prespeech Gestures <b>E-3:</b> Prespeech Vocalization <b>E-4:</b> General Speech and Language Development
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>Speech and Language Skills:</b> <b>E-2:</b> Prespeech Gestures <b>E-3:</b> Prespeech Vocalization
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>Speech and Language Skills:</b> <b>E-3:</b> Prespeech Vocalization <b>E-4:</b> General Speech and Language Development <b>E-5:</b> Length of Sentences <b>E-6:</b> Personal Data Response <b>General Knowledge and Comprehension:</b> <b>F-2b:</b> Body Parts – Expressive
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>General Knowledge and Comprehension:</b> <b>F-1:</b> Response to and Experience with Books
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>General Knowledge and Comprehension:</b> <b>F-1:</b> Response to and Experience with Books
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<b>Fine-Motor Skills and Behaviors:</b> <b>C-3:</b> Prehandwriting
<b>Benchmark 1.2:</b> Enjoys and engages in music	<b>General Knowledge and Comprehension:</b> <b>G-1:</b> General Social and Emotional Development
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<b>Gross-Motor Skills and Behaviors:</b> See all of <b>B</b>
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>Social and Emotional Development:</b> <b>G-2:</b> Play Skills and Behaviors

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<b>Gross-Motor Skills and Behaviors:</b> See all of <b>B</b> <b>Fine-Motor Skills and Behaviors:</b> See all of <b>C</b>
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<b>Gross-Motor Skills and Behaviors:</b> See all of <b>B</b>
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>Fine-Motor Skills and Behaviors:</b> See all of <b>C</b>
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>Fine-Motor Skills and Behaviors:</b> See all of <b>C</b>
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>Self-help Skills:</b> See all of <b>D</b>
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>General Social and Emotional Development:</b> <b>G-1:</b> General Knowledge and Comprehension <b>G-3:</b> Initiative and Engagement Skills and Behaviors
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>Social and Emotional Development:</b> See all of <b>G</b>
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development <b>G-2:</b> Play Skills and Behaviors

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>THREE – T O – FOUR</b>	
<i><b>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</b></i>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>Fine-Motor Skills and Behaviors:</b> <b>C-3:</b> Prehandwriting
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>Social and Emotional Development:</b> <b>G-2:</b> Play Skills and Behaviors
<i><b>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</b></i>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>Speech and Language Skills:</b> <b>E-2:</b> Prespeech Gestures <b>E-3:</b> Prespeech Vocalization
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>Speech and Language Skills:</b> <b>E-3:</b> Prespeech Vocalization <b>E-4:</b> General Speech and Language Development <b>E-5:</b> Length of Sentences <b>E-6:</b> Personal Data Response <b>General Knowledge and Comprehension:</b> <b>F-2b:</b> Body Parts – Expressive
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>Speech and Language Skills:</b> See <b>E-4</b> through <b>E-6</b> See <b>E-8</b> through <b>E-11</b>
<i><b>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</b></i>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>Speech and Language Skills:</b> <b>E-7:</b> Verbal Directions
<b>Benchmark 2.2:</b> Observes to gain information and understanding	

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>General Knowledge and Comprehension:</b> <b>F-1:</b> Response to and Experience with Books
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>General Knowledge and Comprehension:</b> <b>F-1:</b> Response to and Experience with Books
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>Readiness:</b> <b>H-1a:</b> Visual Discrimination – Forms and Uppercase Letters <b>H-1b:</b> Visual Discrimination – Lowercase Letters and Words <b>H-2:</b> Recites Alphabet <b>H-3:</b> Uppercase Letters <b>H-4:</b> Lowercase Letters <b>Basic Reading Skills:</b> <b>I-3:</b> Reads Color Words <b>I-4:</b> Reads Number Words <b>I-5:</b> Reads Common Signs
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	
<b>Benchmark 3.6:</b> Tells and retells a story	<b>General Knowledge and Comprehension:</b> <b>F-1:</b> Response to and Experience with Books
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>Fine-Motor Skills and Behaviors:</b> <b>C-3:</b> Prehandwriting <b>C-4:</b> Draw a Person <b>C-5:</b> Forms

# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>Fine-Motor Skills and Behaviors:</b> <b>C-1:</b> General Eye/Finger/Hand Manipulative Skills <b>C-3:</b> Prehandwriting <b>C-4:</b> Draw a Person <b>C-5:</b> Forms
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development <b>G-2:</b> Play Skills and Behaviors <b>G-3:</b> Initiative and Engagement Skills and Behaviors
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development <b>G-2:</b> Play Skills and Behaviors <b>G-3:</b> Initiative and Engagement Skills and Behaviors
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development <b>G-2:</b> Play Skills and Behaviors <b>G-3:</b> Initiative and Engagement Skills and Behaviors
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>Social and Emotional Development:</b> <b>G-1:</b> General Social and Emotional Development <b>G-2:</b> Play Skills and Behaviors <b>G-3:</b> Initiative and Engagement Skills and Behaviors
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>Basic Math:</b> <b>K-1:</b> Number Concept <b>K-2:</b> Rote Counting <b>K-3:</b> Reads Numerals



# Kentucky Early Childhood Standards Crosswalk

## Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>General Knowledge and Comprehension:</b> <b>F-4:</b> Shape Concepts <b>F-6:</b> Directional/Positional Concepts
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>General Knowledge and Comprehension:</b> <b>F-7:</b> Classifying
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>Gross-Motor Skills and Behaviors:</b> <b>B-1:</b> Standing <b>B-2:</b> Walking <b>B-3:</b> Stairs and Climbing <b>B-4:</b> Running <b>B-6:</b> Hopping <b>B-8:</b> Balance Beam
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>Gross-Motor Skills and Behaviors:</b> <b>B-2:</b> Walking <b>B-3:</b> Stairs and Climbing <b>B-4:</b> Running <b>B-5:</b> Jumping
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>Gross-Motor Skills and Behaviors:</b> <b>B-1:</b> Standing <b>B-6:</b> Hopping <b>B-7:</b> Kicking <b>B-8:</b> Balance Beam <b>B-9:</b> Catching <b>B-10:</b> Rolling and Throwing

## Kentucky Early Childhood Standards Crosswalk

### Brigance® Diagnostic Inventory of Early Development II

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>Gross-Motor Skills and Behaviors:</b> See all of B <b>Fine-Motor Skills and Behaviors:</b> See all of C
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>Fine-Motor Skills and Behaviors:</b> See all of C
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>Speech and Language Skills:</b> <b>E-4:</b> General Speech and Language Development
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	<b>Basic Math:</b> <b>K-11a:</b> Recognition of Money (United States)
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>Social and Emotional Development:</b> See all of G
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	<b>Social and Emotional Development:</b> See all of G
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	

# Kentucky Early Childhood Standards Crosswalk

## The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<b><i>Cognitive Standard 1: Explores the environment and retains information</i></b>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	1. Self-Regulation and Responsibility (e, h, k); 4-III. Self-Help: Grooming (a); 5. Attention and Memory: Visual/Spatial (a, b, c, d, j, k, r); 6-I. Visual Perception: Blocks and Puzzles (a, b, d, e, f, g, h, i, k, n); 7. Functional Use of Objects and Symbolic Play (b, c, d, k, p, q); 8. Problem Solving/Reasoning (a, b, c, d, f, k, l, v, w, x, y, z); 9. Number Concepts (b, c, d, e); 10. Concepts/Vocabulary: Receptive (t); 18. Grasp and Manipulation (b, c, d, e); 19. Bilateral Skills (f, g)
<b>Benchmark 1.2:</b> Responds to the environment	2. Interpersonal Skills (y); 3. Self-Concept (l); 6-I. Visual Perception: Blocks and Puzzles (c, j, l, m); 8. Problem Solving/Reasoning (e, j, m, n, o, p, q, r, t, aa); 16. Imitation: Vocal (f); 17. Imitation: Motor (a, b, c, d, e, h, i, k, l, m, n); 20. Tool Use (a, b, c, h)
<b>Benchmark 1.3:</b> Recalls information about the environment	1. Self-Regulation and Responsibility (j, l, m); 2. Interpersonal Skills (f); 5. Attention and Memory: Visual/Spatial (e, f, g, h, i, l, m, n, o, p, q, s, t, u, v, x, y, z, aa, bb, cc, dd, ee, ff, gg, hh); 8. Problem Solving/Reasoning (g, h, i, s, t); 10. Concepts/Vocabulary: Receptive (v); 11. Concepts/Vocabulary: Expressive (k, o); 14. Conversation Skills (m, hh, ii);
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	1. Self-Regulation and Responsibility (o); 4-I. Self-Help: Eating (v); 5. Attention and Memory: Visual/Spatial (w); 6-II. Visual Perception: Matching and Sorting (a, b, c, d); 7. Functional Use of Objects and Symbolic Play (e, f, g, h, j, k, l, m, n, o); 10. Concepts/Vocabulary: Receptive (a, b, c, d, e, f, h, i, j, k, l, m, o, p, q, r, t, u); 12. Attention and Memory; Auditory (o, p); 17. Imitation: Motor (f, g, i, j); 20. Tool Use (d, e, f, g, i, j)

# Kentucky Early Childhood Standards Crosswalk

## The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	11. Concepts/Vocabulary: Expressive (q); 12. Attention and Memory; Auditory (a, b, c, d, e, g, h, k); 13. Verbal Comprehension (b, c); 14. Conversation Skills (j); 16. Imitation: Vocal (a, b)
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	2. Interpersonal Skills (a, b, k); 9. Number Concepts (a, b, c, d, e, f); 10. Concepts/Vocabulary: Receptive (a, b, c, d, e, g, h, i, l, n, s); 12. Attention and Memory; Auditory (f, i, j, l); 13. Verbal Comprehension (a, d, e, f, g, h, i, j, k, l, m, n, o); 14. Conversation Skills (i, dd, jj, ll)
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	2. Interpersonal Skills (e); 5. Attention and Memory: Visual/Spatial (ee, ff); 11. Concepts/Vocabulary: Expressive (b); 14. Conversation Skills (a, g, h, k, l, n, p, s, t, u, v, w, x, y, z, aa, bb, cc, ee, hh);
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	2. Interpersonal Skills (c, d, e); 3. Self-Concept (q, r); 5. Attention and Memory: Visual/Spatial (gg); 7. Functional Use of Objects and Symbolic Play (r); 11. Concepts/Vocabulary: Expressive (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r); 12. Attention and Memory; Auditory (m); 14. Conversation Skills (b, c, d, e, f, g, h, i, l, m, o, q, r, s, t, u, v, w, x, y, z, aa, bb, cc, ee, ff, gg, hh, ii, jj); 15. Grammatical Structure (a, b, c, d, e, f, g, h, i, j, k); 16. Imitation: Vocal (c, d, e, g, h, i, j, k, l, m, n, o, p, q)
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	5. Attention and Memory: Visual/Spatial (aa, cc); 7. Functional Use of Objects and Symbolic Play (i); 21. Visual-Motor Skills (a, b, d, f, g, h)
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	5. Attention and Memory: Visual/Spatial (aa); 12. Attention and Memory; Auditory (n, q, r, s, t, u); 14. Conversation Skills (kk)
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	11. Concepts/Vocabulary: Expressive (g, n, p); 21. Visual-Motor Skills (c)
<b>Benchmark 1.2:</b> Enjoys and engages in music	5. Attention and Memory: Visual/Spatial (aa)

# Kentucky Early Childhood Standards Crosswalk

## The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	5. Attention and Memory: Visual/Spatial (aa); 7. Functional Use of Objects and Symbolic Play (m, n, o, p, q, r)
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	7. Functional Use of Objects and Symbolic Play (a); 18. Grasp and Manipulation (a, b, c, d, g); 19. Bilateral Skills (a, b, c, d, e, g, h, i, j, r); 22-I. Upright: Posture and Locomotion ( e, f, i, l, m, n, o, r, s, t, u, v, w, x, z, aa, bb, dd, ee, ff, gg, hh); 22–III. Upright: Ball Play (a, b, d); 22-IV. Upright: Outdoor Play (a, b, c, d, e, g, h); 23. Prone (on Stomach) (a, b, c, d, e, f, g, i, j, k, m, n, o, p); 24. Supine (on Back) (a, b, c, d, e, f, g)
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	22-I. Upright: Posture and Locomotion (a, b, c, d, g, h, j, k, p, q, y, cc); 22-II. Upright: Balance ( a, b, c, d, e, f, g, h, i, j); 22–III. Upright: Ball Play (c, e, f, g, i); 22-IV. Upright: Outdoor Play (f, i); 23. Prone (on Stomach) (h, l)
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	4-I. Self-Help: Eating (z); 6-I. Visual Perception: Blocks and Puzzles (a, b, c, d, e, f, g, h, i, j, k, l, m, n); 18. Grasp and Manipulation (e, j, q, s, u, v, y, aa, bb); 19. Bilateral Skills (l, m, p, q, t); 21. Visual-Motor Skills (a, b, c, d, e, f, g, h); 22–III. Upright: Ball Play (e, f, g, h, i)
<b>Benchmark 1.4:</b> Controls small muscles in hands	4-I. Self-Help: Eating (m, n, o, p, s, u, w, x); 4-II. Self-Help: Dressing (d, e, l); 6-I. Visual Perception: Blocks and Puzzles (a, b, c, d, e, f, g, h, i, j, k, l, m, n); 18. Grasp and Manipulation ( f, h, i, k, l, m, n, o, p, r, t, w, x, z); 19. Bilateral Skills ( k, n, o, s, u); 21. Visual-Motor Skills (i, j)
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	2. Interpersonal Skills (x); 3. Self-Concept (k); 4-I. Self-Help: Eating (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o , p, q, r, s, t, u, v, w, x, y, z); 4-II. Self-Help: Dressing (a, b, c, d, e, f, g, h, i, j, k, l); 4-III. Self-Help: Grooming (b, c, d, e, f, g, h, i, j); 4-IV. (a, b, c, d, e, f, g)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Infant and Toddler with Special Needs, Third Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	1. Self-Regulation and Responsibility (b, c, f, g); 2. Interpersonal Skills (f, i, t, aa); 5. Attention and Memory: Visual/Spatial (v)
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	1. Self-Regulation and Responsibility (i, n); 2. Interpersonal Skills (a, b, c, d, g, h, j, l, n, o, p, q, r, s, u, v, w, y); 3. Self-Concept (a, b, d, j, m, p, q, r); 5. Attention and Memory: Visual/Spatial (w, x)
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	2. Interpersonal Skills (k, , z m); 3. Self-Concept (f)
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	1. Self-Regulation and Responsibility (a, b, c, d); 2. Interpersonal Skills (bb); 3. Self-Concept (c, e, g, h, i, k, n, o, s, t); 4-I. Self-Help: Eating (s, y); 11. Concepts/Vocabulary: Expressive (i)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<b><i>Cognitive Standard 1: Explores the environment and retains information</i></b>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<u>24-36 Months</u> 1. Self Regulation & Responsibility (a); 2. Interpersonal skills (a); 6-I. Visual Perception: Blocks & Puzzles (a,c,f); 8. Problem Solving/Reasoning(a,b,c,d); 9. Number Concepts (a,b,c,d); 10. Concepts/Vocabulary: Receptive (h)
<b>Benchmark 1.2:</b> Responds to the environment	<u>24-36 Months</u> 6-I. Visual Perception: Blocks & Puzzles (b,d,e); 16. Imitation;Vocal (a,b); 17. Imitation:Motor ( a.b)
<b>Benchmark 1.3:</b> Recalls information about the environment	<u>24-36 Months</u> 5. Attention & Memory: Visual/Spatial (a,b,c,d,e,f,g); 10. Concepts/Vocabulary: Receptive (j); 14. Conversation Skills ( e)
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<u>24-36 Months</u> 1. Self Regulation & Responsibility (c); 5. Attention & Memory: Visual/Spatial (b,c); 6-II. Visual Perception: Matching & Sorting (a,b,c,d); Functional Use of Objects & Symbolic Play ( a,b,c,d); 10. Concepts/Vocabulary: Receptive (c,d,e,f,i)
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<u>24-36 Months</u> 11. Concepts/Vocabulary: Expressive (f)
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<u>24-36 Months</u> 8. Problem Solving/Reasoning (e); 9. Number Concepts (a,b,c,d,e); 10. Concepts/Vocabulary: Receptive (a,b,c,d,e,f,g,h,i,j); 13. Verbal Comprehension (a,b); 14. Conversation Skills (h)
<b><i>Communciation Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<u>24-36 Months</u> 14. Conversation Skills (d)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<u>24-36 Months</u> 3. Self-Concept (d); Functional Use of Objects & Symbolic Play (a, d); 8. Problem/Solving Reasoning (c); 11. Concepts/Vocabulary: Expressive ( b,d,g); 14. Conversation Skills (a,b,c,d,f); 15. Grammatical Structure ( a,b,c,d,e,f,g,h,i); 16. Imitation: Vocal ( a,b)
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<u>24-36 Months</u> 11. Concepts/Vocabulary: Expressive ( a,c,e); 14. Conversation Skills (g); 21. Visual-Motor Skills (b)
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<u>24-36 Months</u> 12. Attention & Memory; Auditory ( a,b,c,d); 14. Conversation Skills (g)
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<u>24-36 Months</u> 6.-II. Visual Perception: Matching & Sorting (b), 11. Concepts/Vocabulary: Expressive (c); 21. visual-Motor Skills (a,c,d,e)
<b>Benchmark 1.2:</b> Enjoys and engages in music	<u>24-36 Months</u> 12. Attention & Memory: Auditory (a,b)
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<u>24-36 Months</u> 22-I. Upright Posture& Locomotion (d,h)
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<u>24-36 Months</u> 7. Functional Use of Objects & Symbolic Play (b); 12. Attention & Memory: Auditory (c)



## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<u>24-36 Months</u> 17. Imitation:Motor (a,b); 22-I.Upright: Posture & Locomotion (a,b,c,d,g,h,j,k); 22-II. Upright: Balance (b,c,e,f); 22-III. Upright: Ball Play (d); 22-IV. Upright: Outdoor Play ( b,c,d)
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<u>24-36 Months</u> 22-I. Upright: Posture & Locomotion (e,i), 22-II. Upright:Balance (a,d); 22-III. Upright: Ball Play (a,b); 22-IV. Upright: Outdoor Play (a)
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<u>24-36 Months</u> 4-I. Self-Help Eating (d); 18. Grasp & Manipulation (b,c); 19. Bilateral Skills (c); 21. Visual-Motor Skills (a,b,c); 22-III. Upright: Ball Play (a,b,c)
<b>Benchmark 1.4:</b> Controls small muscles in hands	<u>24-36 Months</u> 4-I. Self-Help Eating (a,b); 4-II. Self-help: Dressing (e); 18. Grasp & Manipulation (a); 19. Bilateral Skills ( a,b,c,d); 20. Tool Use (a,b,c,d,e); 21. Visual-Motor Skills (d,e); 22-III.Upright: Ball Play (a,b,c)
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<u>24-36 Months</u> 2. Interpersonal Skills ( b); 4-I. Self-Help: Eating (a,b,c), 4-II. Self-Help; Dressing (a,b,c,d); 4-III. Self-Help:Grooming (a,b,c); 4-IV. Self-Help: Toileting (a,b,c,d)
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<u>24-36 Months</u> 2. Interpersonal Skills (d,e)
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<u>24-36 Months</u> 1. Personal-Social (b), 2. Interpersonal Skills (c,d); 3. Self-Concept ( c,d,e)

# Kentucky Early Childhood Standards Crosswalk

## The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<u>24-36 Months</u> 3. Self-Concept (a, b, g)
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<u>24-36 Months</u> 2. Interpersonal Skills (f), 3. Self-Concept (a,b,f,g)
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	18. Grasp and Manipulation (d)
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	22-I. Upright: Posture and Locomotion (p, x, ff, kk)
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	12. Attention and Memory: Auditory (c, d, e, f, g, j)
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	7. Functional Use of Objects and Symbolic Play (c, d, e, f, g, i, k, l); 12. Attention and Memory: Auditory (c)
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	5. Attention and Memory: Visual /Spatial (e); 10. Concepts/vocabulary: Receptive (g, h, i, m, p, r, s, t, w, aa); 21. Visual-Motor Skills (h, j, m, p)
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	2. Interpersonal Skills (u); 3. Self-Concept (h, j); 7. Functional Use of Objects and Symbolic Play (h); 11. Concepts/Vocabulary: Expressive (h) 13. Verbal Comprehension (c, d, i); 14. Conversation Skills (f, h, i, m, o, q, w)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	8. Problem Solving/Reasoning (n); 10. Concepts/Vocabulary: Receptive (k, l, n, o, q, v, z, cc); 11. Concepts/Vocabulary: Expressive (i, n, u); 14. Conversation Skills (k, r, s, t, u); 15. Grammatical (e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v)
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	9. Number Concepts (e); 10. Concepts/Vocabulary: Receptive (m); 11. Concepts/Vocabulary: Expressive (g, q); 13. Verbal Comprehension (b, e, f, h, l, m); 14. Conversation Skills (j); 16. Imitation: Vocal (b, c, d, e, f)
<b>Benchmark 2.2:</b> Observes to gain information and understanding	5. Attention and Memory: Visual/Spatial (e, f, g, h, i, j, k, l, m, n, p, q, r, s); 6-II. Visual Perception: Matching and Sorting (k); 8. Problem Solving/Reasoning (m); 11. Concepts/Vocabulary: Expressive (f, j, k, o, s); 14. Conversation Skills (e, l)
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	12. Attention and Memory: Auditory (d, e, f, g, h, i, k,
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	14. Conversation Skills (g, n, p,)
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	6-II. Visual Perception: Matching and Sorting (f, l, n); 10. Concepts/Vocabulary: Receptive (u, y); 11. Concepts/Vocabulary: Expressive (t)
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	11. Concepts/Vocabulary: Expressive (p); 12. Attention and Memory: Auditory (c)
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	11. Concepts/Vocabulary: Expressive (e)
<b>Benchmark 3.6:</b> Tells and retells a story	12. Attention and Memory: Auditory (h, i, k, l)
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	21. Visual-Motor Skills (h, j, m, p)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	18. Grasp and Manipulation (g); 21. Visual-Motor Skills (c, f, g, h, j, l, m, o, p)
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	1. Self-Regulation and Responsibility (c, f, i, j); 2. Interpersonal Skills (c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z, aa, bb, cc); 3. Self-Concept (g, h, j); 7. Functional Use of Objects and Symbolic Play (j); 22-IV. Upright: Outdoor Play (j)
<b>Benchmark 1.2:</b> Applies social problem solving skills	2. Interpersonal Skills (c, f, s, p, w, aa)
<b>Benchmark 1.3:</b> Exhibits independent behavior	1. Self-Regulation and Responsibility (g, h); 3. Self-Concept (d, e, f, l, m, n); 4-I. Self-Help: Eating (d, e, f, g, h, i); 4-II. Self-Help: Dressing (d, e, f, g, h, i); 4-III. Self-Help: Grooming (b, c, d, e, f, g, h, i); 4-IV. Self-Help: Toileting (c, d, e, f, g, h)
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	2. Interpersonal Skills (z, aa, bb); 8. Problem Solving/Reasoning (t)
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	6-II. Visual Perception: Matching and Sorting (j); 9. Number Concepts (c, d, f, g, i, j, k, l, m, n, o, p, r, t, u, v, w, x); 10. Concepts/Vocabulary: Receptive (y)
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	6-I. Visual Perception: Blocks and Puzzles (c, d, e, f, g, h, i, l); 6-II. Visual Perception: Matching and Sorting (e, h); 8. Problem Solving/Reasoning (o); 10. Concepts/Vocabulary: Receptive (j, k, l, q, s, v)
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	5. Attention and Memory: Visual/Spatial (l, n); 6-I. Visual Perception: Blocks and Puzzles (j, k, m); 6-II. Visual Perception: Matching and Sorting (d, e, f, g, h, i, j, k, l, m, n); 8. Problem Solving/Reasoning (h); 9. Number Concepts (s); 10. Concepts/Vocabulary: Receptive (f, g, h, n, o, p, r, t, w, x); 11. Concepts/Vocabulary: Expressive (m, r, v); 13. Verbal Comprehension (g, j, k)
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	9. Number Concepts (h)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	22-IV. Upright: Outdoor Play (d, g)
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	22-I. Upright: Posture and Locomotion (h, i, m, n, o, p, q, r, v, w, x, y, z, cc, ee, ff, gg, hh, ii, jj, kk, ll, mm); 22-II. Upright: Balance (e, m, p); 22-IV. Upright: Outdoor Play (f, h)
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	22-II. Upright: Balance (d, f, g, h, i, k, n)
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	17. Imitation: Motor (b, c, f); 22-I. Upright: Posture and Locomotion (j, k, l, s, t, u, aa, bb, dd, nn, oo); 22-II. Upright: Balance (j, l, o); 22-III. Upright: Ball Play (c, d, e, f, g, h, i, j, k, l); 22-IV. Upright: Outdoor Play (e, i, j)
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	17. Imitation: Motor (d, e); 18. Grasp and Manipulation (c, d, e, f, g, h, i, j); 19. Bilateral Skills (b, c, d, e, f, g, h, i, j, k, l, m); 20. Tool Use (c, d, e, f, g, h, i, j); 21. Visual-Motor Skills (c, d, e, f, g, h, i, j, k, l, m, n, o, p, q)
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	8. Problem Solving/Reasoning (d, s); 11. Concepts/Vocabulary: Expressive (l)
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	3. Self-Concept (i, k); 8. Problem Solving/Reasoning (q)
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	20. Tool Use (c, d, e, f, g, h, i, j)
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	8. Problem Solving/Reasoning (k)
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	5. Attention and Memory: Visual/Spatial (e, f, h, i, j, k, m, p, q, r, s); 8. Problem Solving/Reasoning (e, j, p)
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	5. Attention and Memory: Visual/Spatial (o); 10. Concepts/ Vocabulary: Receptive (aa, bb)
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	8. Problem Solving/Reasoning (f, g, i, l, r); 10. Concepts/Vocabulary: Receptive (i)

## Kentucky Early Childhood Standards Crosswalk

### The Carolina Curriculum for Preschoolers with Special Needs, Second Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	1. Self-Regulation and Responsibility (k); 9. Number Concepts (q)
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	1. Self-Regulation and Responsibility (d, e, l); 2. Interpersonal Skills (bb); 14. Conversation Skills (v)
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	7. Functional Use of Objects and Symbolic Play (b, c, l)
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	2. Interpersonal Skills (cc); 7. Functional Use of Objects and Symbolic Play (b)

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Items:</b> C. Solving problems <b>I-T COR Category: Exploration and Early Logic</b> <b>I-T COR Items:</b> X. Exploring objects, Y. Exploring categories, Z. Developing number understanding, AA. Exploring space, BB. Exploring time
<b>Benchmark 1.2:</b> Responds to the environment	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Items:</b> A. Expressing initiative, C. Solving problems <b>I-T COR Category: Movement</b> <b>I-T COR Item:</b> Q. Moving to music <b>I-T COR Category: Exploration and Early Logic</b> <b>I-T COR Item:</b> X. Exploring objects, BB. Exploring time
<b>Benchmark 1.3:</b> Recalls information about the environment	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Items:</b> C. Solving problems <b>I-T COR Category: Exploration and Early Logic</b> <b>I-T COR Item:</b> Y. Exploring categories, AA. Exploring space, BB. Exploring time
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>I-T COR Category: Creative Representation</b> <b>I-T COR Item:</b> K. Pretending, M. Responding to and identifying pictures and photographs <b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>I-T COR Category: Exploration and Early Logic</b> <b>I-T COR Item:</b> Y. Exploring categories <b>I-T COR Category: Communication and Language</b> <b>I-T COR Items:</b> R. Listening and responding, W. Showing interest in stories, rhymes, and songs
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>I-T COR Category: Communication and Language</b> <b>I-T COR Items:</b> R. Listening and responding, S. Communicating interest nonverbally, T. Participating in give-and-take communication, V. Exploring picture books, W. Showing interest in stories, rhymes, and songs
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> H. Expressing emotion, I. Responding to the feelings of others, J. Playing with others <b>I-T COR Category: Communication and Language</b> <b>I-T COR Items:</b> R. Listening and responding, S. Communicating interest nonverbally
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> H. Expressing emotion, I. Responding to the feelings of others <b>I-T COR Category: Communication and Language</b> <b>I-T COR Items:</b> T. Participating in give-and-take communication, U. Speaking
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>I-T COR Category: Creative Representation</b> <b>I-T COR Items:</b> L. Exploring building and art materials, M. Responding to and identifying pictures and photographs <b>I-T COR Category: Communication and Language</b> <b>I-T COR Item:</b> V. Exploring picture books



## Kentucky Early Childhood Standards Crosswalk

### High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>I-T COR Category: Communication and Language</b> <b>I-T COR Item:</b> W. Showing interest in stories, rhymes, and songs
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<b>I-T COR Category: Creative Representation</b> <b>I-T COR Items:</b> L. Exploring building and art materials, M. Responding to and identifying pictures and photographs
<b>Benchmark 1.2:</b> Enjoys and engages in music	<b>I-T COR Category: Movement</b> <b>I-T COR Item:</b> Q. Moving to music <b>I-T COR Category: Communication and Language</b> <b>I-T COR Item:</b> W. Showing interest in stories, rhymes, and songs
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<b>I-T COR Category: Movement</b> <b>I-T COR Items:</b> N. Moving parts of the body, O. Moving the whole body, P. Moving with objects, Q. Moving to music
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>I-T COR Category: Creative Representation</b> <b>I-T COR Item:</b> K. Pretending
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<b>I-T COR Category: Movement</b> <b>I-T COR Items:</b> N. Moving parts of the body, O. Moving the whole body, P. Moving with objects
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<b>I-T COR Category: Movement</b> <b>I-T COR Item:</b> O. Moving the whole body
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>I-T COR Category: Movement</b> <b>I-T COR Item:</b> N. Moving parts of the body
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>I-T COR Category: Movement</b> <b>I-T COR Item:</b> N. Moving parts of the body
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Item:</b> D. Developing self-help skills

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Infants and Toddler (I-T COR)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child, I. Responding to the feelings of others
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Items:</b> A. Expressing initiative, B. Distinguishing self from others <b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> E. Forming an attachment to a primary caregiver, F. Relating to unfamiliar adults, G. Relating to another child, I. Responding to the feelings of others, J. Playing with others
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> H. Expressing emotion , I. Responding to the feelings of others
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<b>I-T COR Category: Sense of Self</b> <b>I-T COR Items:</b> A. Expressing initiative, B. Distinguishing self from others <b>I-T COR Category: Social Relations</b> <b>I-T COR Items:</b> H. Expressing emotion, J. Playing with others

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> B. Solving problems with materials <b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> Y. Sorting objects, AA. Comparing properties, CC. Identifying position and direction, DD. Identifying sequence, change, and causality
<b>Benchmark 1.2:</b> Responds to the environment	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> A. Making choices and plans, B. Solving problems with materials <b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> O. Moving to music <b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> DD. Identifying sequence, change, and causality
<b>Benchmark 1.3:</b> Recalls information about the environment	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> B. Solving problems with materials <b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> Y. Sorting objects, CC. Identifying position and direction, DD. Identifying sequence, change, and causality
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<u>30-36 Months</u> <b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> K. Pretending, J. Drawing and painting pictures <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> E. Relating to adults, F. Relating to other children

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<u>30-36 Months</u> <b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> Y. Sorting objects <b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> Q. Listening to and understanding speech
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<u>30-36 Months</u> <b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> Q. Listening to and understanding speech, U. Demonstrating knowledge about books
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<u>30-36 Months</u> <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> H. Understanding and expressing feelings <b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> Q. Listening to and understanding speech
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<u>30-36 Months</u> <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> H. Understanding and expressing feelings <b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> R. Using vocabulary, S. Using complex patterns of speech

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communciation Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<u>30-36 Months</u> <b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> I. Making and building models, J. Drawing and painting pictures <b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> U. Demonstrating knowledge about books
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<u>30-36 Months</u> <b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> I. Making and building models, J. Drawing and painting pictures
<b>Benchmark 1.2:</b> Enjoys and engages in music	<u>30-36 Months</u> <b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> O. Moving to music
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<u>30-36 Months</u> <b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> M. Moving with objects, O. Moving to music
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<u>30-36 Months</u> <b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> K. Pretending

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<u>30-36 Months</u> <b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> M. Moving with objects
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	
<b>Benchmark 1.4:</b> Controls small muscles in hands	
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> D. Taking care of personal needs
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<u>30-36 Months</u> <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> E. Relating to adults, F. Relating to other children
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> A. Making choices and plans <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> E. Relating to adults, F. Relating to other children

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<u>30-36 Months</u> <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> H. Understanding and expressing feelings
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<u>30-36 Months</u> <b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> A. Making choices and plans <b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> H. Understanding and expressing feelings
<b>THREE – T O – FOUR</b>	
<b>Preschool COR (Preschool COR)</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> I. Making and building models J. Drawing and painting pictures
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>Preschool COR Categories: Movement and Music</b> <b>Preschool COR Items:</b> L. Moving in various ways M. Moving with objects N. Feeling and expressing steady beat O. Moving to music

## Kentucky Early Childhood Standards Crosswalk

### High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> O. Moving to music P. Singing
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>Preschool COR Category: Creative Representation</b> <b>Preschool COR Items:</b> K. Pretending
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> H. Understanding and expressing feelings [Note: Also see <b>I-T COR Item S.</b> Communicating interest nonverbally]
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> R. Using vocabulary <b>NOTE</b> See also <b>Preschool COR Categories:</b> Initiative (A, B, D), Social Relations (E, F, H), Creative Representation (K), Mathematics and Science (CC, DD, EE, FF) as these contain many instances of the use of spoken language.
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> S. Using complex patterns of speech
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>Preschool COR Categories: Social Relations; Language and Literacy</b> <b>Preschool COR Items:</b> E. Relating to adults F. Relating to other children Q. Listening to and understanding speech U. Demonstrating knowledge about books



# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>Preschool COR Categories: Social Relations; Language and Literacy; Mathematics and Science</b> <b>Preschool COR Items:</b> E. Relating to adults F. Relating to other children Q. Listening to and understanding speech EE. Identifying materials and properties FF. Identifying natural and living things
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>Preschool COR Categories: Social Relations; Language and Literacy</b> <b>Preschool COR Items:</b> U. Demonstrating knowledge about books
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> U. Demonstrating knowledge about books W. Reading
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> V. Using letter names and sounds
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> T. Showing awareness of sounds in words V. Using letter names and sounds

## Kentucky Early Childhood Standards Crosswalk

### High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>Preschool COR Categories: Creative Representation; Language and Literacy</b> <b>Preschool COR Items:</b> I. Making and building models; J. Drawing and painting pictures U. Demonstrating knowledge about books; W. Reading [Also see <b>I-T COR Categories:</b> Creative Representation, Communication and Language]
<b>Benchmark 3.6:</b> Tells and retells a story	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> U. Demonstrating knowledge about books
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> X. Writing
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>Preschool COR Category: Language and Literacy</b> <b>Preschool COR Items:</b> X. Writing
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>Preschool COR Categories: Initiative; Social Relations</b> <b>Preschool COR Items:</b> C. Initiating play F. Relating to other children G. Resolving interpersonal conflict
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>Preschool COR Category: Social Relations</b> <b>Preschool COR Items:</b> G. Resolving interpersonal conflict

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> A. Making choices and plans B. Solving problems with materials C. Initiating play D. Taking care of personal needs
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>Preschool COR Category: Initiative</b> <b>Preschool COR Items:</b> A. Making choices and plans B. Solving problems with materials
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>Preschool COR Category: Mathematics and Science</b> <b>COR Items:</b> BB. Counting
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> CC. Identifying position and direction Y. Sorting objects Z. Identifying patterns
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> AA. Comparing properties Y. Sorting objects Z. Identifying patterns

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> AA. Comparing properties DD. Identifying sequence, change, and causality
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> L. Moving in various ways M. Moving with objects
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> L. Moving in various ways M. Moving with objects O. Moving to music
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> L. Moving in various ways N. Feeling and expressing steady beat
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> L. Moving in various ways M. Moving with objects O. Moving to music
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>Preschool COR Category: Movement and Music</b> <b>Preschool COR Items:</b> M. Moving with objects [Also see the <b>I-T COR Category:</b> Movement]

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> Y. Sorting objects Z. Identifying patterns AA. Comparing properties EE. Identifying materials and properties FF. Identifying natural and living things
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> EE. Identifying materials and properties FF. Identifying natural and living things R. Using vocabulary
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> AA. Comparing properties EE. Identifying materials and properties FF. Identifying natural and living things
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> FF. Identifying natural and living things EE. Identifying materials and properties
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	<b>Preschool COR Category: Mathematics and Science</b> <b>Preschool COR Items:</b> DD. Identifying sequence, change, and causality

# Kentucky Early Childhood Standards Crosswalk

## High/Scope Child Observation Record for Preschoolers

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>COR Category: Mathematics and Science</b> <b>COR Items:</b> DD. Identifying sequence, change, and causality
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	<b>COR Category: Mathematics and Science</b> <b>COR Items:</b> EE. Identifying natural and living things FF. Identifying natural and living things
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	
<b>Benchmark 1.2:</b> Responds to the environment	
<b>Benchmark 1.3:</b> Recalls information about the environment	
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	
<i><b>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</b></i>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	
<i><b>Communication Standard 2: Demonstrates communication skills in order to express him/herself</b></i>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	
<i><b>Communication Standard 3: Demonstrates interest and engages in early literacy activities</b></i>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	
<i><b>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</b></i>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	
<b>Benchmark 1.2:</b> Enjoys and engages in music	
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	
<b>Benchmark 1.4:</b> Controls small muscles in hands	
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	



# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>THREE – T O – FOUR</b>	
<b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 2, “The Learning Environment” pp. 62–81, “Setting Up and Maintaining the Classroom” <i>See especially:</i> pp. 73–75, “Caring for the Classroom and Children’s Work” Chapter 4, “The Teacher’s Role,” pp. 165–209 See especially pp. 190–198, “Integrating Learning Through Studies” Content: The Arts Chapter 3, “What Children Learn” pp. 152–155, “The Arts” pp. 161–162, “Process Skills” Chapter 7, “Dramatic Play,” pp. 271–293 Chapter 9, “Art,” pp. 317–349 Chapter 13, “Music and Movement,” pp. 423–441	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul>
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul> 36. Makes believe with objects <ul style="list-style-type: none"> <li>I. Interacts appropriately with real objects or replicas in pretend play</li> <li>II. Uses substitute object or gesture to represent real object</li> <li>III. Uses make-believe props in planned and sustained play</li> </ul>
<b>ENGLISH/LANGUAGE ARTS</b> <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 1, “How Children Develop and Learn” p. 22, “Language Development” Chapter 2, “The Learning Environment” pp. 62–81, “Setting Up and Maintaining the Classroom” <i>See especially:</i> pp. 62–66, “Establishing Interest Areas” pp. 102–122, “Creating a Classroom Community” Content: Literacy Chapter 3, “What Children Learn” pp. 126–133, “Literacy” pp. 161–162, “Process Skills” Chapter 10, “Library,” pp. 351–379	
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            39. Expresses self using words and expanded sentences                I. Uses simple sentences (3–4 words) to express wants and needs                II. Uses longer sentences (5–6 words) to communicate                III. Uses more complex sentences to express ideas and feelings</p> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            41. Answers questions                I. Answers simple questions with one or two words                II. Answers questions with a complete thought                III. Answers questions with details</p> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            42. Asks questions                I. Asks simple questions                II. Asks questions to further understanding                III. Asks increasingly complex questions to further own understanding</p> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>            43. Actively participates in conversations                I. Responds to comments and questions from others                II. Responds to others’ comments in a series of exchanges                III. Initiates and/or extends conversations for at least four exchanges</p>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 39. Expresses self using words and expanded sentences <ul style="list-style-type: none"> <li>I. Uses simple sentences (3–4 words) to express wants and needs</li> <li>II. Uses longer sentences (5–6 words) to communicate</li> <li>III. Uses more complex sentences to express ideas and feelings</li> </ul> <b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 43. Actively participates in conversations <ul style="list-style-type: none"> <li>I. Responds to comments and questions from others</li> <li>II. Responds to others’ comments in a series of exchanges</li> <li>III. Initiates and/or extends conversations for at least four exchanges</li> </ul>
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 40. Understands and follows oral directions <ul style="list-style-type: none"> <li>I. Follows one-step directions</li> <li>II. Follows two-step directions</li> <li>III. Follows directions with more than two steps</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> 25. Explores cause and effect <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul> <b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 44. Enjoys and values reading <ul style="list-style-type: none"> <li>I. Listens to stories being read</li> <li>II. Participates in story time interactively</li> <li>III. Chooses to read on own; seeks information in books; sees self as reader</li> </ul>
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 38. Hears and discriminates the sounds of language <ul style="list-style-type: none"> <li>I. Plays with words, sounds, and rhymes</li> <li>II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way</li> <li>III. Hears and repeats separate sounds in words; plays with sounds to create new words</li> </ul> <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 46. Demonstrates knowledge of the alphabet <ul style="list-style-type: none"> <li>I. Recognizes and identifies a few letters by name</li> <li>II. Recognizes and names many letters</li> <li>III. Beginning to make letter-sound connections</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 47. Uses emerging reading skills to make meaning from print <ul style="list-style-type: none"> <li>I. Uses illustrations to guess what the text says</li> <li>II. Makes judgments about words and text by noticing features (other than letters or words)</li> <li>III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</li> </ul> 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>
<b>Benchmark 3.6:</b> Tells and retells a story	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 48. Comprehends and interprets meaning from books and other texts <ul style="list-style-type: none"> <li>I. Imitates act of reading in play</li> <li>II. Compares and predicts story events; acts out main events of a familiar story</li> <li>III. Retells a story including many details and draws connections between story events</li> </ul>
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 45. Demonstrates understanding of print concepts <ul style="list-style-type: none"> <li>I. Knows that print carries the message</li> <li>II. Shows general knowledge of how print works</li> <li>III. Knows each spoken word can be written down and read</li> </ul> 49. Understands the purpose of writing <ul style="list-style-type: none"> <li>I. Imitates act of writing in play</li> <li>II. Understands there is a way to write that conveys meaning</li> <li>III. Writes to convey meaning</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 37. Makes and interprets representations <ul style="list-style-type: none"> <li>I. Draws or constructs and then names what it is</li> <li>II. Draws or builds a construction that represents something specific</li> <li>III. Plans then creates increasingly elaborate representations</li> </ul> <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 19. Controls small muscles in hands <ul style="list-style-type: none"> <li>I. Manipulates objects with hands</li> <li>II. Manipulates smaller objects with increasing control</li> <li>III. Manipulates a variety of objects requiring increased coordination</li> </ul> 21. Uses tools for writing and drawing <ul style="list-style-type: none"> <li>I. Holds a marker or crayon with thumb and two fingers; makes simple strokes</li> <li>II. Makes several basic strokes or figures; draws some recognizable objects</li> <li>III. Copies and draws simple shapes, letters, and words including name</li> </ul> <b>LANGUAGE DEVELOPMENT—Reading and Writing</b> 50. Writes letters and words <ul style="list-style-type: none"> <li>I. Uses scribble writing and letter-like forms</li> <li>II. Writes recognizable letters, especially those in own name</li> <li>III. Uses letters that represent sounds in writing words</li> </ul>



# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>HEALTH/MENTAL WELLNESS</b> <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 1, “How Children Develop and Learn” pp. 18–19, “Social/Emotional Development” pp. 23–26, “Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds” Chapter 2, “The Learning Environment” pp. 102–122, “Creating a Classroom Community” pp. 102–108, “Promoting Positive Relationships in the Classroom” pp. 108–110, “Developing Rules for a Classroom Community” pp. 110–115, “Teaching Social Problem-Solving Skills” pp. 116–122, “Responding to Challenging Behavior” Chapter 14, “Cooking,” pp. 443–469	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Shows ability to adjust to new situations               <ol style="list-style-type: none"> <li>I. Treats arrival and departure as routine parts of the day</li> <li>II. Accepts changes in daily schedules and routines</li> <li>III. Functions with increasing independence in school</li> </ol> </li> <li>3. Recognizes own feelings and manages them appropriately               <ol style="list-style-type: none"> <li>I. Identifies and labels own feelings</li> <li>II. Is able to describe feelings and their causes</li> <li>III. Is increasingly able to manage own feelings</li> </ol> </li> <li>4. Stands up for rights               <ol style="list-style-type: none"> <li>I. Physically or verbally asserts needs and desires</li> <li>II. Asserts own needs and desires verbally without being aggressive</li> <li>III. Takes action to avoid possible disputes over rights</li> </ol> </li> </ol> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b></p> <ol style="list-style-type: none"> <li>10. Plays well with other children               <ol style="list-style-type: none"> <li>I. Works/plays cooperatively with one other child</li> <li>II. Successfully enters a group and plays cooperatively</li> <li>III. Maintains an ongoing friendship with at least one other child</li> </ol> </li> <li>11. Recognizes the feelings of others and responds appropriately               <ol style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ol> </li> </ol>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others <ul style="list-style-type: none"> <li>I. With prompts, shares or takes turns with others</li> <li>II. Shares toys or allows turn in response to another child’s request</li> <li>III. Shares and defends the rights of others to a turn</li> </ul> <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 13. Uses thinking skills to resolve conflicts <ul style="list-style-type: none"> <li>I. Accepts compromise when suggested by peer or teacher</li> <li>II. Suggests a solution to solve a problem; seeks adult assistance when needed</li> <li>III. Engages in a process of negotiation to reach a compromise</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Exhibits independent behavior	<p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>4. Stands up for rights</p> <ul style="list-style-type: none"> <li>I. Physically or verbally asserts needs and desires</li> <li>II. Asserts own needs and desires verbally without being aggressive</li> <li>III. Takes action to avoid possible disputes over rights</li> </ul> <p>5. Demonstrates self-direction and independence</p> <ul style="list-style-type: none"> <li>I. Chooses and becomes involved in one activity out of several options</li> <li>II. Completes multiple tasks in a project of own choosing with some adult assistance</li> <li>III. Carves out and completes own task without adult assistance</li> </ul> <p>6. Takes responsibility for own well-being</p> <ul style="list-style-type: none"> <li>I. Uses self-help skills with occasional reminders</li> <li>II. Uses self-help skills and participates in chores without reminders</li> <li>III. Understands the importance of self-help skills and their role in healthy living</li> </ul> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>7. Respects and cares for classroom environment and materials</p> <ul style="list-style-type: none"> <li>I. Uses materials in appropriate ways</li> <li>II. Puts away used materials before starting another activity</li> <li>III. Begins to take responsibility for care of the classroom environment</li> </ul> <p><b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b></p> <p>8. Follows classroom routines</p> <ul style="list-style-type: none"> <li>I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting</li> <li>II. Understands and follows classroom procedures without prompting</li> <li>III. Follows and understands the purpose of classroom procedures</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 5. Demonstrates self-direction and independence <ul style="list-style-type: none"> <li>I. Chooses and becomes involved in one activity out of several options</li> <li>II. Completes multiple tasks in a project of own choosing with some adult assistance</li> <li>III. Carves out and completes own task without adult assistance</li> </ul> <b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn't work</li> <li>III. Finds alternative solutions to problems</li> </ul> <b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 24. Shows persistence in approaching tasks <ul style="list-style-type: none"> <li>I. Sees simple tasks through to completion</li> <li>II. Continues to work on task even when encountering difficulties</li> <li>III. Works on task over time, leaving and returning to complete it</li> </ul>
<b>MATHEMATICS</b> <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 1, “How Children Develop and Learn” p. 21, “Cognitive Development” <b>Content:</b> Mathematics Chapter 3, “What Children Learn” pp. 134–141, “Mathematics” pp. 161–162, “Process Skills” Chapter 6, “Blocks,” pp. 243–269 Chapter 8, “Toys and Games,” pp. 295–315 Chapter 14, “Cooking,” pp. 443–469	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 33. Uses one-to-one correspondence <ul style="list-style-type: none"> <li>I. Matches pairs of objects in one-to-one correspondence</li> <li>II. Places objects in one-to-one correspondence with another set</li> <li>III. Uses one-to-one correspondence as a way to compare two sets</li> </ul> 34. Uses numbers and counting <ul style="list-style-type: none"> <li>I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)</li> <li>II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)</li> <li>III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total</li> </ul>
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 27. Classifies objects <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul> 32. Shows awareness of position in space <ul style="list-style-type: none"> <li>I. Shows comprehension of basic positional words and concepts</li> <li>II. Understands and uses positional words correctly</li> <li>III. Shows understanding that positional relationships vary with one's perspective</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b></p> <p>27. Classifies objects</p> <ul style="list-style-type: none"> <li>I. Sorts objects by one property such as size, shape, color, or use</li> <li>II. Sorts a group of objects by one property and then by another</li> <li>III. Sorts objects into groups/subgroups and can state reason</li> </ul> <p>28. Compares/measures</p> <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul> <p>29. Arranges objects in a series</p> <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul> <p>30. Recognizes patterns and can repeat them</p> <ul style="list-style-type: none"> <li>I. Notices and recreates simple patterns with objects</li> <li>II. Extends patterns or creates simple patterns of own design</li> <li>III. Creates complex patterns of own design or by copying</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 28. Compares/measures <ul style="list-style-type: none"> <li>I. Notices similarities and differences</li> <li>II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume</li> <li>III. Understands/uses measurement words and some standard measurement tools</li> </ul> 29. Arranges objects in a series <ul style="list-style-type: none"> <li>I. Notices when one object in a series is out of place</li> <li>II. Figures out a logical order for a group of objects</li> <li>III. Through trial and error, arranges objects along a continuum according to two or more physical features</li> </ul> 31. Shows awareness of time concepts and sequence <ul style="list-style-type: none"> <li>I. Demonstrates understanding of the present and may refer to past and future</li> <li>II. Uses past and future tenses and time words appropriately</li> <li>III. Associates events with time-related concepts</li> </ul>
<b>PHYSICAL EDUCATION</b> <b>Gross and Fine Motor Skills</b> <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 1, “How Children Develop and Learn” p. 20, “Physical Development” <b>Content:</b> Physical Education Chapter 3, “What Children Learn” pp. 161–162, “Process Skills” Chapter 9, “Art,” pp. 317–349 Chapter 13, “Music and Movement,” pp. 423–441 Chapter 16, “Outdoors,” pp. 493–522	



# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam <b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b></p> <p>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)</p> <ul style="list-style-type: none"> <li>I. Moves with direction and beginning coordination</li> <li>II. Moves with direction and increasing coordination</li> <li>III. Moves with direction and refined coordination</li> </ul> <p>15. Shows balance while moving</p> <ul style="list-style-type: none"> <li>I. Attempts to walk along a line, stepping off occasionally</li> <li>II. Walks along wide beam such as edge of sandbox</li> <li>III. Walks forward easily, and backward with effort, along a wide beam</li> </ul> <p>16. Climbs up and down</p> <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance</p>	<p><b>PHYSICAL DEVELOPMENT—Gross Motor</b>  18. Demonstrates throwing, kicking, and catching skills      I. Throws, catches, and kicks objects with somewhat awkward movements      II. Throws, catches, and kicks with increasing control      III. Throws and kicks at target and catches with increasing accuracy  <b>PHYSICAL DEVELOPMENT—Fine Motor</b>  19. Controls small muscles in hands      I. Manipulates objects with hands      II. Manipulates smaller objects with increasing control      III. Manipulates a variety of objects requiring increased coordination  20. Coordinates eye-hand movement      I. Performs simple manipulations      II. Performs simple manipulations with increasing control      III. Manipulates materials in a purposeful way, planning and attending to detail</p>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>PHYSICAL DEVELOPMENT—Gross Motor</b> 16. Climbs up and down <ul style="list-style-type: none"> <li>I. Climbs a short, wide ladder</li> <li>II. Climbs up and down stairs and ladders, and around obstacles</li> <li>III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards</li> </ul> 17. Pedals and steers a tricycle (or other wheeled vehicle) <ul style="list-style-type: none"> <li>I. Pedals in forward direction, steering around wide corners</li> <li>II. Pedals and steers around obstacles and sharp corners</li> <li>III. Rides with speed and control</li> </ul> 18. Demonstrates throwing, kicking, and catching skills <ul style="list-style-type: none"> <li>I. Throws, catches, and kicks objects with somewhat awkward movements</li> <li>II. Throws, catches, and kicks with increasing control</li> <li>III. Throws and kicks at target and catches with increasing accuracy</li> </ul>
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>PHYSICAL DEVELOPMENT—Fine Motor</b> 20. Coordinates eye-hand movement <ul style="list-style-type: none"> <li>I. Performs simple manipulations</li> <li>II. Performs simple manipulations with increasing control</li> <li>III. Manipulates materials in a purposeful way, planning and attending to detail</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>SCIENCE</b>  <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b>  Chapter 1, “How Children Develop and Learn”  p. 21, “Cognitive Development”  <b>Content:</b> Science  Chapter 3, “What Children Learn”  pp. 142–145, “Science”  pp. 161–162, “Process Skills”  Chapter 11, “Discovery,” pp. 381–401  Chapter 12, “Sand and Water,” pp. 403–421  Chapter 15, “Computers,” pp. 471–491  Chapter 16, “Outdoors,” pp. 493–522  <b>Content:</b> Technology  pp. 156–160, “Technology”</p>	
<p><b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b></p>	
<p><b>Benchmark 1.1:</b> Explores features of environment through manipulation</p>	<p><b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b>  22. Observes objects and events with curiosity  I. Examines with attention to detail, noticing attributes of objects  II. Notices and/or asks questions about similarities and differences  III. Observes attentively and seeks relevant information  <b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  28. Compares/measures  I. Notices similarities and differences  II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume  III. Understands/uses measurement words and some standard measurement tools</p>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity <ul style="list-style-type: none"> <li>I. Examines with attention to detail, noticing attributes of objects</li> <li>II. Notices and/or asks questions about similarities and differences</li> <li>III. Observes attentively and seeks relevant information</li> </ul> 25. Explores cause and effect <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul> <b>LANGUAGE DEVELOPMENT—Listening and Speaking</b> 42. Asks questions <ul style="list-style-type: none"> <li>I. Asks simple questions</li> <li>II. Asks questions to further understanding</li> <li>III. Asks increasingly complex questions to further own understanding</li> </ul>
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 23. Approaches problems flexibly <ul style="list-style-type: none"> <li>I. Finds multiple uses for classroom objects</li> <li>II. Experiments with materials in new ways when first way doesn’t work</li> <li>III. Finds alternative solutions to problems</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means</p>	<p><b>COGNITIVE DEVELOPMENT—Logical Thinking</b>  27. Classifies objects      I. Sorts objects by one property such as size, shape, color, or use      II. Sorts a group of objects by one property and then by another      III. Sorts objects into groups/subgroups and can state reason</p> <p><b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b>  37. Makes and interprets representations      I. Draws or constructs and then names what it is      II. Draws or builds a construction that represents something specific      III. Plans then creates increasingly elaborate representations</p> <p><b>LANGUAGE DEVELOPMENT—Listening and Speaking</b>  39. Expresses self using words and expanded sentences      I. Uses simple sentences (3–4 words) to express wants and needs      II. Uses longer sentences (5–6 words) to communicate      III. Uses more complex sentences to express ideas and feelings</p> <p><b>LANGUAGE DEVELOPMENT—Reading and Writing</b>  50. Writes Letters and Words      I. Uses scribble writing and letter-like forms      II. Writes recognizable letters, especially those in own name      III. Uses letters that represent sound in writing words</p>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 25. Explores cause and effect <ul style="list-style-type: none"> <li>I. Notices and comments on effect</li> <li>II. Wonders “what will happen if” and tests out possibilities</li> <li>III. Explains plans for testing cause and effect, and tries out ideas</li> </ul> 26. Applies knowledge or experience to a new context <ul style="list-style-type: none"> <li>I. Draws on everyday experiences and applies this knowledge to similar situations</li> <li>II. Applies new information or vocabulary to an activity or interaction</li> <li>III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>



# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>SOCIAL STUDIES</b> <b>Content-Related Discussion in The Creative Curriculum® for Preschool</b> Chapter 1, “How Children Develop and Learn” pp. 18–19, “Social/Emotional Development” p. 21, “Cognitive Development” <b>Content:</b> Social Studies Chapter 3, “What Children Learn” pp. 146–161, “Social Studies” pp. 161–162, “Process Skills” Chapter 7, “Dramatic Play,” pp. 271–293	
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>COGNITIVE DEVELOPMENT—Logical Thinking</b> 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	<b>COGNITIVE DEVELOPMENT—Learning and Problem Solving</b> 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Responsibility for Self and Others</b> 6. Takes responsibility for own well-being <ul style="list-style-type: none"> <li>I. Uses self-help skills with occasional reminders</li> <li>II. Uses self-help skills and participates in chores without reminders</li> <li>III. Understands the importance of self-help skills and their role in healthy living</li> </ul> 9. Follows classroom rules <ul style="list-style-type: none"> <li>I. Follows classroom rules with reminders</li> <li>II. Understands and follows classroom rules without reminders</li> <li>III. Follows and understands reasons for classroom rules</li> </ul> <b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 12. Shares and respects the rights of others <ul style="list-style-type: none"> <li>I. With prompts, shares or takes turns with others</li> <li>II. Shares toys or allows turn in response to another child's request</li> <li>III. Shares and defends the rights of others to a turn</li> </ul>
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Sense of Self</b> 2. Demonstrates appropriate trust in adults <ul style="list-style-type: none"> <li>I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy</li> <li>II. Regards parents and teachers as resources and positive role models</li> <li>III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)</li> </ul> <b>COGNITIVE DEVELOPMENT—Representation and Symbolic Thinking</b> 35. Takes on pretend roles and situations <ul style="list-style-type: none"> <li>I. Performs and labels actions associated with a role</li> <li>II. Offers a play theme and scenario</li> <li>III. Engages in elaborate and sustained role play</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## The Creative Curriculum for Preschool

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	<b>SOCIAL/EMOTIONAL DEVELOPMENT—Prosocial Behavior</b> 11. Recognizes the feelings of others and responds appropriately <ul style="list-style-type: none"> <li>I. Is aware of other children’s feelings and often responds in a like manner</li> <li>II. Shows increasing awareness that people may have different feelings about the same situation</li> <li>III. Recognizes what another person might need or want</li> </ul>

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<b><i>Cognitive Standard 1: Explores the environment and retains information</i></b>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<p><b>Fine Motor:</b> 8, 11, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 30, 33, 34, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 73</p> <p><b>Cognitive:</b> 1, 2, 5, 7, 9, 11, 16, 18, 19, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 35, 37, 40, 41, 42, 44, 45, 47, 49, 50, 51, 52, 54, 55, 56, 58, 59, 61, 62, 63, 67, 68, 70, 73, 75, 80, 83, 84, 89, 92, 96, 97, 98, 99, 100, 101, 104, 105</p> <p><b>Language:</b> 1, 5, 8, 11, 13, 25</p> <p><b>Self Help:</b> 4, 6, 8, 12, 18, 25, 31, 32, 34, 46</p> <p><b>Social Emotional:</b> 2, 4, 6, 7, 10, 14, 18, 25, 30, 31</p>
<b>Benchmark 1.2:</b> Responds to the environment	<p><b>Gross Motor:</b> 36, 63, 72, 78, 80,</p> <p><b>Fine Motor:</b> 2, 4, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 73,</p> <p><b>Cognitive:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 31, 32, 33, 35, 36, 37, 38, 39, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, C65, 66, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 83, 84, 85, 87, 88, 90, 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 104, 105</p> <p><b>Language:</b> 1, 3, 6, 7, 8, 10, 11, 13, 17, 18, 19, 20, 22, 25, 26, 29, 32, 36, 40, 43, 50, L53, 56</p> <p><b>Self Help:</b> 1, 6, 9, 15, 18, 19, 24, 31, 34, 37, 40, 44</p> <p><b>Social Emotional:</b> 1, 2, 4, 7, 11, 16, 20, 29, 34</p>

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Recalls information about the environment	<b>Fine Motor:</b> 33, 64, 70 <b>Cognitive:</b> 17, 23, 37, 44, 46, 53, 54, 55, 64, 69, 74, 78, 84, 88, 92, 95, 97, 101, 105 <b>Language:</b> 18, 22, 25, 26, 32, 36, 41 <b>Social Emotional:</b> 20, 26, 34
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>Fine Motor:</b> 11, 14, 15, 16, 17, 18, 19, 20, 21, 25, 27, 36, 38, 43, 48, 55, 58, 65, 70 <b>Cognitive:</b> 3, 10, 15, 16, 21, 22, 23, 26, 27, 41, 44, 45, 49, 52, 54, 58, 62, 63, 65, 68, 71, 74, 78, 81, 87, 90, 94, 98, 101, <b>Language:</b> 13, 21, 25, 26, 28, 30, 32, 33, 36, 40, 41, 43, 44, 46, 52, 56 <b>Self Help:</b> 1, 12, 18, 19, 22, 27, 30, 34, 38, 41, 45, <b>Social Emotional:</b> 3, 6, 12, 20, 25, 26, 34,
<b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>Fine Motor:</b> 11, FM27, FM34 <b>Cognitive:</b> 1, 2, 5, 6, 10, 14, 15, 18, 20, 28, 37, 38, 39, 43, 46, 48, 50, 59, 76, 95 <b>Language:</b> 1, 3, 6, 7, 8, 10, 11, 12, 17, 18, 19, 20, 22, 50 <b>Social Emotional:</b> 3, 7, 16, 17, 18, 19, 25
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>Fine Motor:</b> 41, 60, 69 <b>Cognitive:</b> 2, 5, 6, 10, 14, 20, 23, 28, 38, 39, 43, 46, 50, 54, 69, 71, 84, 85, 87, 92, 95, 98 <b>Language:</b> 3, 6, 7, 8, 17, 18, 19, 20, 21, 22, 25, 26, 31, 55, 56 <b>Social Emotional:</b> 1, 3, 4, 5, 6, 7, 9, 10, 16, 17, 18, 19, 20, 26

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communciation Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>Cognitive:</b> 4, 15, 24, 26, 36, 38, 39, 42, 43, 50, 53, 59, 64, 66, 79, 94 <b>Language:</b> 7, 8, 13, 16, 17, 19, 22, 25, 28, 29, 31, 32, 46, 55 <b>Social Emotional:</b> 6, 7, 10, 11, 14, 16, 17, 19, 20
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>Cognitive:</b> 6, 15, 20, 24, 28, 37, 48, 59, 65, 76, 77, 78, 87, 88, 91, 94, 104, 105 <b>Language:</b> 2, 4, 6, 9, 10, 12, 13, 14, 15, 18, 21, 23, 24, 26, 27, 28, 30, 33, 35, 36, 39, 40, 41, 42, 43, 45, 50, 51, 52, 58 <b>Social Emotional:</b> 4, 9, 10, 14, 34, 36, 37, 38
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>Fine Motor:</b> 23, 38, 43, 44, 60, 66, 72 <b>Cognitive:</b> 45, 63, 66, 68, 100 <b>Language:</b> 29
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>Fine Motor:</b> 62 <b>Cognitive:</b> 45, 48, 63, 104 <b>Language:</b> 29, 58, <b>Social Emotional:</b> 17, 35, 36
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<b>Fine Motor:</b> 38, 43, 44, 54, 60, 64, 66, 67, 70, 72, 73 <b>Cognitive:</b> 68, 84, 92, 98, 100, 101
<b>Benchmark 1.2:</b> Enjoys and engages in music	<b>Fine Motor:</b> 11, 27, 34 <b>Cognitive:</b> 1, 18, 33, 48, 104 <b>Language:</b> 1, 11, 58 <b>Social Emotional:</b> 35, 36
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<b>Gross Motor:</b> 45, 83 <b>Social Emotional:</b> 35
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>Cognitive:</b> 41 <b>Social Emotional:</b> 18, 25, 31

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<b>Gross Motor:</b> 11, 15, 18, 22, 26, 32, 36,37, 38, 39, 44, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 84, 87, 90 <b>Fine Motor:</b> 8, 11, 16, 17, 19, 25, 26, 27, 28, 29, 34, 35, 36, 40, 43, 46, 49, 52, 55, 59, 62, 67, 70, 73, <b>Cognitive:</b> 18, 21, 22, 33, 34, 40, 47, 52, 56, 61, 68, 75, 89, 97, 100 <b>Language:</b> 8, 16 <b>Self Help:</b> 1, 12, 13, 21, 24, 26, 28, 31, 42
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<b>Gross Motor:</b> 25, 26, 27, 29, 31, 32,33, 34, 35, 36, 37,38,39, 40, 41, 43, 44, 45, 46, 47, 48,49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 72, 73, 74, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 89, 90 <b>Cognitive:</b> 41, 47, 62, <b>Self Help:</b> 13, 19, 21, 26, 28, 29, 31, 38, 42, 43, 44
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>Fine Motor:</b> 11, 15, 16, 17, 19, 25, 26, 27, 29, 32, 34, 35, 38, 41, 42, 43, 44, 45, 49, 52, 53, 54, 56, 59, 62, 65, 68, 71 <b>Cognitive:</b> 16, 19, 33, 41, 52, 58,67, 68, 70, 73, 75, 80, 83, 84, 89, 92, 96, 97, 98, 99, 100, <b>Self Help:</b> 1, 12, 25, 36
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>Fine Motor:</b> 3, 4, 6, 7, 8, 11, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 30, 31, 34, 35, 37, 41, 42, 43, 44, 47, 50, 52, 53, 56, 57, 60, 63, 66, 69, 72 <b>Cognitive:</b> 16, 33, 41, 47, 56, 61, 67, 73, 83, 92, 98 <b>Self Help:</b> 1, 17, 32
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>Fine Motor:</b> 19, 20, 30 <b>Cognitive:</b> 41 <b>Language:</b> 38 <b>Self Help:</b> 1, 3, 5, 7, 12, 20, 25, 34, 37, 41, 45

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>Cognitive:</b> 2, 3, 4, 5, 10, 15, 23, 26, 38, 46 <b>Language:</b> 3, 8, 10, 21 <b>Social Emotional:</b> 1, 4, 6, 7, 10, 12, 13, 23, 24
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>Cognitive:</b> 3, 15, 26 <b>Language:</b> 3, 10, 21 <b>Social Emotional:</b> 10, 21
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>Cognitive:</b> 4, 6, 10, 15, 20, 25, 46 <b>Language:</b> 5, 6, 12, 38 <b>Social Emotional:</b> 3, 4, 9, 10, 11, 12, 14
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	COG13, COG26, COG50, COG53, COG69, COG71, L16, L19, L20, L22, L38, L55, SE8, SE11, SE16, SE17, SE19, SE20, SE26, SE30, SE38
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	



# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	
<b>Benchmark 2.2:</b> Observes to gain information and understanding	
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	
<b>Benchmark 3.6:</b> Tells and retells a story	
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	
<b>Benchmark 1.2:</b> Applies social problem solving skills	
<b>Benchmark 1.3:</b> Exhibits independent behavior	

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	

# Kentucky Early Childhood Standards Crosswalk

## Early Learning Accomplishment Profile (E-LAP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	
<i><b>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</b></i>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	

## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<b>Birth-1 Year Old</b> Skills: 1.05, 1.06, 1.10 1.13, 1.15, 1.34, 1.23 <b>1-2 Years Old</b> Skills: 1.97, 5.52 <b>2-3 Years Old</b> Skills: 1.103
<b>Benchmark 1.2:</b> Responds to the environment	<b>Birth-1 Year Old</b> Skills: 1.03, 1.05 <b>1-2 Years Old</b> Skills: 1.69, 5.36
<b>Benchmark 1.3:</b> Recalls information about the environment	<b>Birth-1 Year Old</b> Skills: 1.08, 1.09, 1.20, 1.32 <b>1-2 Years Old</b> Skills: 1.62, 1.78, 1.80, 1.81, 1.94, 2.53 <b>2-3 Years Old</b> Skills: 1.113
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>1-2 Years Old</b> Skills: 1.91, 1.92, 1.102, 1.111 <b>2-3 Years Old</b> Skills: 1.124, 1.131
<i><b>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</b></i>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>Birth-1 Year Old</b> Skills: 1.03, 1.06 1.10, 1.12, 1.16, 1.18, 1.19, 1.24, 1.30, 1.43, 1.48 <b>1-2 Years Old</b> Skills: 1.98, 1.104, 2.26 <b>2-3 Years Old</b> Skills: 1.154

# Kentucky Early Childhood Standards Crosswalk

## Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>Birth-1 Year Old</b> Skills: 1.04, 1.07, 1.12, 1.27, 1.43 <b>1-2 Years Old</b> Skills: 1.43, 1.48, 1.56, 1.87, 1.119 <b>2-3 Years Old</b> Skills: 2.74
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>Birth-1 Year Old</b> Skills: 1.38, 1.43, 2.19, 5.21, 5.32 <b>1-2 Years Old</b> Skills: 1.43, 1.97, 2.38, 5.38, 5.58
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>Birth-1 Year Old</b> Skills: 2.02, 2.05, 2.06, 2.07, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.21 <b>1-2 Years Old</b> Skills: 2.27, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.46, 2.48, 2.55 <b>2-3 Years Old</b> Skills: 2.52, 2.59, 2.64, 2.72, 2.73, 2.74, 2.81, 2.88, 2.89, 2.90, 2.91, 2.96, 2.97
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>Birth-1 Year Old</b> Skills: 1.44, 1.60 <b>1-2 Years Old</b> Skills: 1.60, 1.82, 1.127, 4.55, 4.71 <b>2-3 Years Old</b> Skills: 1.107, 1.152, 2.90, 2.97

# Kentucky Early Childhood Standards Crosswalk

## Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>Birth-1 Year Old</b> Skills: 1.44, 1.60 <b>1-2 Years Old</b> Skills: 1.60, 1.82, 1.106 <b>2-3 Years Old</b> Skills: 1.152, 2.90, 2.91, 2.97
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	<b>Birth-1 Year Old</b> Skills: 4.01, 4.03, 4.53 <b>1-2 Years Old</b> Skills: 1.68, 1.99, 1.100, 4.59, 4.71, 4.76 <b>2-3 Years Old</b> Skills: 4.73, 4.75, 4.83
<b>Benchmark 1.2:</b> Enjoys and engages in music	<b>Birth-1 Year Old</b> Skills 1.65, 2.15 <b>1-2 Years Old</b> Skills: 2.43, 2.55 <b>2-3 Years Old</b> Skills: 1.106, 2.64, 2.91
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<b>Birth-1 Year Old</b> Skills: 1.65 <b>1-2 Years Old</b> Skills: 2.43, 2.55 <b>2-3 Years Old</b> Skills: 2.64, 2.91
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>1-2 Years Old</b> Skills: 5.35, 5.52 <b>2-3 Years Old</b> Skills: 1.130, 1.153, 5.77

# Kentucky Early Childhood Standards Crosswalk

## Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<p><b>Birth-1 Year Old</b>  Skills: <b>Gross:</b> 1.29, 3.02, 3.03, 3.07, 3.09, 3.10, 3.11, 3.15, 3.23, 3.26, 3.28, 3.29, 3.34, 3.36, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.49, 3.51, 3.52, 3.53, 3.57, 3.58, 3.59, 3.60, 3.63, 3.64, 3.65,  <b>Fine:</b> 4.07, 4.21, 4.22, 4.26, 4.28, 4.30, 4.35, 4.38, 4.41, 4.44, 4.51</p> <p><b>1-2 Years Old</b>  Skills: <b>Gross:</b> 3.61, 3.66, 3.67, 3.69, 3.70, 3.72, 3.74, 3.76, 3.77, 3.78, 3.79, 3.80, 3.82, 3.85, 3.88, 3.90, 3.97, 3.98 3.101, 3.106, 3.115  <b>Fine:</b> 4.55, 4.78</p> <p><b>2-3 Years Old</b>  Skills: <b>Gross:</b> 3.107, 3.111, 3.112, 3.114, 3.116, 3.117, 3.118, 3.123, 3.124, 3.125, 3.127, 3.128, 3.131, 3.132, 3.133, 3.137, 3.139, 3.140, 3.142, 3.144, 3.146  <b>Fine:</b> 4.78, 4.89</p>
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<p><b>Birth-1 Year Old</b>  Skills: 3.21, 3.22, 3.23, 3.26, 3.29, 3.30, 3.33, 3.34, 3.36, 3.40, 3.44, 3.45, 3.46, 3.47, 3.49, 3.50, 3.52, 3.55, 3.58, 3.59, 3.60, 3.61, 3.63, 3.64, 3.65</p> <p><b>1-2 Years Old</b>  Skills: 3.66, 3.68, 3.71, 3.80, 3.81, 3.83, 3.86, 3.87, 3.89, 3.90, 3.96, 3.102, 3.103</p> <p><b>2-3 Years Old</b>  Skills: 3.114, 3.118, 3.119, 3.120, 3.121, 3.122, 3.131, 3.136, 3.138, 3.140, 3.145, 3.146</p>

## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>Birth-1 Year Old</b> Skills: 4.29, 4.42, 4.56 <b>1-2 Years Old</b> Skills: 3.85, 3.88, 3.97, 4.60, 4.65, 4.67, 4.73, 4.75, 4.82, 4.83, 4.84, 4.86, 6.25 <b>2-3 Years Old</b> Skills: 3.111
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>Birth-1 Year Old</b> Skills: 4.47, 4.53 <b>1-2 Years Old</b> Skills: 1.71, 1.86, 4.59, 4.62, 4.71, 4.73, 6.47 <b>2-3 Years Old</b> Skills: 4.75, 4.80, 4.83, 4.90, 6.65
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>Birth-1 Year Old</b> Skills: 6.16, 6.18, 6.21, 6.25, 6.26, 6.29 <b>1-2 Years Old</b> Skills: 6.31, 6.32, 6.34, 6.38, 6.39, 6.46, 6.48, 6.51, 6.54, 6.57 <b>2-3 Years Old</b> Skills: 6.63, 6.64, 6.70, 6.71, 6.72, 6.73, 6.77, 6.78, 6.79, 6.81, 6.82, 6.83, 6.92, 6.93
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>Birth-1 Year Old</b> Skills: 5.01, 5.17, 5.20, 5.25 <b>1-2 Years Old</b> Skills: 5.37
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>Birth-1 Year Old</b> Skills: 5.12, 5.15, 5.32 <b>1-2 Years Old</b> Skills: 1.77, 5.38, 5.46, 5.58, 5.59 <b>2-3 Years Old</b> Skills: 5.70, 5.78



## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>Birth-1 Year Old</b> Skills: 1.39, 2.02, 2.06, 5.03, 5.07, 5.13, <b>1-2 Years Old</b> Skills: 5.51, 5.53, 5.57 <b>2-3 Years Old</b> Skills: 5.77, 5.87
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<b>Birth-1 Year Old</b> Skills: 1.55 <b>1-2 Years Old</b> Skills: 5.43 <b>2-3 Years Old</b> Skills: 1.122, 5.56, 5.67, 5.71, 5.88, 5.93
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>4 Years Old</b> Skills: 4.110, 4.111, 4.116, 4.119, 4.122
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>3 Year Old</b> Skills: 1.170, 1.173, 1.178, 1.179, 1.186, 2.103, 5.105, 5.110 <b>4 Years Old</b> Skills: 1.221, 1.223, 1.267
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>3 Year Old</b> Skills: 1.166, 1.171, 1.172, 1.194 <b>4 Years Old</b> Skills: 1.201, 1.221, 1.223
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>3 Year Old</b> Skills: 2.103, 2.104, 2.105, 2.115 <b>4 Years Old</b> Skills: 2.143, 2.150, 2.155, 2.156

## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>3 Year Old</b> Skills: 1.164, 1.168, 1.183, 2.112, 2.117, 2.133, 5.105, 5.106, 5.121, 5.134 <b>4 Years Old</b> Skills: 1.205, 1.245, 1.297, 2.146, 2.147, 2.181, 5.137
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>3 Year Old</b> Skills: 1.169, 1.231, 2.112, 2.131, 2.188, 5.115 <b>4 Years Old</b> Skills: 1.201, 1.231, 5.167
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>3 Year Old</b> Skills: 1.183, 2.108, 2.121, 2.122, 2.123, 2.124, 2.143, 5.101, 5.105 <b>4 Years Old</b> Skills: 1.199, 2.144, 2.154, 5.161
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>3 Year Old</b> Skills: 1.194, 5.101 <b>4 Years Old</b> Skills: 1.201, 5.142, 5.156
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>3 Year Old</b> Skills: 1.168, 1.169, 1.184, 1.190, 2.115, 2.118 <b>4 Years Old</b> Skills: 1.198, 2.149, 2.153, 2.158, 2.160
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>3 Year Old</b> Skills: 1.176, 1.198, 2.118 <b>4 Years Old</b> Skills: 1.198, 1.206, 1.208, 1.242, 1.262, 2.148
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>4 Years Old</b> Skills: 1.208, 1.213, 1.242, 1.255, 1.258, 1.270, 1.271, 4.121

## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>3 Year Old</b> Skills: 2.108, 2.109, 2.123 <b>4 Years Old</b> Skills: 1.199, 1.201, 1.257, 1.268
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>3 Year Old</b> Skills: 1.165, 1.176, 1.180, 1.184, 1.198, 2.118, 2.121, 2.143 <b>4 Years Old</b> Skills: 1.206, 1.208, 2.148, 2.153, 2.159, 2.160, 2.174, 5.165
<b>Benchmark 3.6:</b> Tells and retells a story	<b>3 Year Old</b> Skills: 1.169, 1.184, 2.118 <b>4 Years Old</b> Skills: 2.149, 2.153, 2.158, 2.164, 2.169 2.172
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>4 Years Old</b> Skills: 1.242, 1.255
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>3 Year Old</b> Skills: 1.161, 1.167, 1.193 <b>4 Years Old</b> Skills: 1.207, 1.210, 1.213, 1.220, 1.242, 1.255, 1.260, 2.159, 4.107, 4.114, 5.165
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>3 Year Old</b> Skills: 5.98, 5.102, 5.112, 5.114, 5.118, 5.123, 5.124 <b>4 Years Old</b> Skills: 5.131, 5.136, 5.138, 5.145, 5.146, 5.148, 5.149, 5.151, 5.155, 5.156, 5.157, 5.163, 5.174, 5.177, 5.182

## Kentucky Early Childhood Standards Crosswalk

### Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>3 Year Old</b> Skills: 5.96, 5.97, 5.98, 5.118, 5.128 <b>4 Years Old</b> Skills: 5.112, 5.124, 5.135, 5.143, 5.145, 5.146, 5.148, 5.158, 5.191
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>3 Year Old</b> Skills: 5.128, 5.130, 5.132 <b>4 Years Old</b> Skills: 1.217, 5.151, 5.167, 5.183, 5.195, 5.196
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>3 Year Old</b> Skills: 5.107 <b>4 Years Old</b> Skills: 5.154
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>3 Year Old</b> Skills: 1.160, 1.174, 1.175, 1.195 <b>4 Years Old</b> Skills: 1.209, 1.211, 1.214, 1.215, 1.235, 1.249, 1.251, 1.252, 4.107, 4.113, 5.165, 5.179
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>3 Year Old</b> Skills: 1.161, 1.175, 1.180, 1.191, 1.192, 1.193, 4.102, 4.94 <b>4 Years Old</b> Skills: 1.196, 1.207, 1.210, 1.216, 1.222, 1.224, 1.230, 1.233, 1.237, 1.256, 4.113
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>3 Year Old</b> Skills: 1.180, 1.181, 1.182, 1.192, 1.196, 1.197, 1.204, 4.100 <b>4 Years Old</b> Skills: 1.215, 1.216, 1.222, 1.227, 1.228, 1.229, 1.230, 1.233, 1.234, 1.236, 1.237, 1.238, 1.243, 1.244, 1.245, 1.249, 4.103, 4.105, 4.109, 4.112, 4.115, 4.117

# Kentucky Early Childhood Standards Crosswalk

## Hawaii Early Learning Profile (HELP)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>3 Year Old</b> Skills: 1.180, 1.182 <b>4 Years Old</b> Skills: 1.222, 1.256, 4.103, 4.105
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>3 Year Old</b> Skills: 3.150 <b>4 Years Old</b> Skills: 3.171, 3.174
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>3 Year Old</b> Skills: 3.149, 3.159, 3.165 <b>4 Years Old</b> Skills: 3.167, 3.169
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>3 Year Old</b> Skills: 1.167, 3.160, 3.163, 3.166 <b>4 Years Old</b> Skills: 4.112, 4.113
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>3 Year Old</b> Skills: 1.178, 3.147, 3.150, 3.152, 3.153, 3.159, 3.161, 3.162, 3.163, 3.165, 3.167, 4.94, 4.98 <b>4 Years Old</b> Skills: 3.169, 3.171, 3.172, 3.174, 3.176
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>3 Year Old</b> Skills: 1.161, 1.191, 1.193, 4.94, 4.95, 4.96, 4.97, 4.98 <b>4 Years Old</b> Skills: 1.207, 1.210, 4.107, 4.112, 4.113, 4.114, 4.116, 4.119
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	<b>3 Year Old</b> Skills: 4.100, 4.103, 4.104, 4.105

## Kentucky Early Childhood Standards Crosswalk

### HELP Birth to 3

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	<b>3 Year Old</b> Skills: 2.109 <b>4 Years Old</b> Skills: 2.160, 2.164, 2.171
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	<b>3 Year Old</b> Skills: 4.105 <b>4 Years Old</b> Skills: 1.202, 1.227, 1.228, 1.229, 1.238, 1.243, 1.244, 4.106
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	<b>4 Years Old</b> Skills: 2.153, 2.164, 2.169, 2.172
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>3 Year Old</b> Skills: 1.169 <b>4 Years Old</b> Skills: 1.231, 1.240, 1.254, 1.298, 2.149, 2.153, 2.164, 2.169, 2.172, 2.174
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	<b>3 Year Old</b> Skills: 1.180, 1.181, 1.182, 1.196, 4.100 <b>4 Years Old</b> Skills: 1.197, 1.227, 1.228, 1.229
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>3 Year Old</b> Skills: 5.124, 5.131 <b>4 Years Old</b> Skills: 5.131, 5.135, 5.138, 5.141, 5.145, 5.148, 5.151, 5.157, 5.158, 5.161, 5.177, 5.182, 5.210, 5.211, 5.213, 5.216, 5.223

# Kentucky Early Childhood Standards Crosswalk

## HELP Birth to 3

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	<b>3 Year Old</b> Skills: 5.108, 5.109 <b>4 Years Old</b> Skills: 5.169, 5.181
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	

# Kentucky Early Childhood Standards Crosswalk

## Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	
<b>Benchmark 1.2:</b> Responds to the environment	
<b>Benchmark 1.3:</b> Recalls information about the environment	
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	
<i><b>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</b></i>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	
<i><b>Communication Standard 2: Demonstrates communication skills in order to express him/herself</b></i>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	
<i><b>Communication Standard 3: Demonstrates interest and engages in early literacy activities</b></i>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	
<i><b>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</b></i>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	
<b>Benchmark 1.2:</b> Enjoys and engages in music	
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	



# Kentucky Early Childhood Standards Crosswalk

## Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	
<b>Benchmark 1.4:</b> Controls small muscles in hands	
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>Fine Motor:</b> 4, 9, 10, 16, 18, 19, 25, 30, 32, 34, 35 <b>Pre-Writing:</b> 1, 2, 3, 4, 5, 6, 8, 9, 11, 13, 14, 16, 17, 18, 19, 20, 23, 27, 29, 31, 32, 34, 38 <b>Cognitive:</b> 11, 14, 22, 23, 27, 30, 33, 42 <b>Language:</b> 4, 6, 8, 9, 10, 13, 24
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>Gross Motor:</b> 32, <b>Personal/Social:</b> 43
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>Cognitive:</b> 48, 50 <b>Language:</b> 21, 59
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>Personal/Social:</b> 2, 3, 7, 21, 23, 24, 25, 33, 37

# Kentucky Early Childhood Standards Crosswalk

## Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>Pre-Writing:</b> 20, 27, 29 <b>Cognitive:</b> 9, 12, 15, 23, 28, 29, 30, 31, 33, 44, 45, 51, 52, 54, 55, 58, 63, 80 <b>Language:</b> 4, 6, 7, 9,10, 13, 26, <b>Personal/Social:</b> 4
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>Cognitive:</b> 32, 47, 65, <b>Language:</b> 8, 14, 15, 17, 18, 27, 28, 38, 39, 56, <b>Self Help:</b> 6 <b>Personal/Social:</b> 18, 28, 29, 31, 37
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>Language:</b> 46
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>Language:</b> 3, 19, 23 <b>Personal/Social:</b> 1, 5, 27
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>Cognitive:</b> 1, 2, 4, 27, 38, 50, 61, 78
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>Language:</b> 4, 8, 9, 10, 19, 42, 52, 53, 57
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>Language:</b> 4, 6, 8, 9, 10, 13, 14, 17, 24, 29, 31, 33, 35, 37, 42, 44, 45, 49, 52, 53, 57, 58, 63
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>Language:</b> 31, 35, 44
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>Language:</b> 59, 60, 63, 64, 69
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>Cognitive:</b> 23 <b>Language:</b> 4, 6, 8, 9, 31, 49, 57, 61
<b>Benchmark 3.6:</b> Tells and retells a story	<b>Language:</b> 52, L67
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>Language:</b> 45, 49

# Kentucky Early Childhood Standards Crosswalk

## Learning Accomplishment Profile–3 (LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>Pre-Writing:</b> 1, 2, 8, 10, 21, 22, 25, 26, 28, 33
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>Pre-Writing:</b> 1, 2, 7, 12, 16, 17, 18, 30, 33
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>Personal/Social:</b> 5, 8, 10, 11, 17, 18, 19, 20, 23, 24, 25, 27, 31, 32, 36, 42
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>Personal/Social:</b> 24, 31, 37, 44
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>Self Help:</b> 2, 3, 4, 6, 7, 8, 9, 10, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 44, 45
	<b>Personal/Social:</b> 13, 27, 32
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>Personal/Social:</b> 2, 32
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>Cognitive:</b> 8, 13, 19, 26, 34, 40, 41, 46, 56, 67, 70, 71
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>Cognitive:</b> 15, 44, 45, 55, 64
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>Cognitive:</b> 6, 9, 11, 12, 14, 20, 24, 28, 38, 42, 50, 60, 64, 85
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>Cognitive:</b> 3, 9, 10, 12, 20, 21, 28, 51, 59, 64
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>Gross Motor:</b> 9, 16, 17, 23, 26, 28, 29, 32, 39, 44, 47 <b>Personal/Social:</b> 43
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>Gross Motor:</b> 7, 8, 10, 11, 13, 18, 19, 20, 21, 25, 30, 31, 33, 34, 35, 36, 37, 43, 46, 49, 52
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>Gross Motor:</b> 3, 5, 6, 12, 14, 24, 27, 29, 32, 34, 35, 38, 39, 40, 42, 44, 45, 48, 49, 54
	<b>Personal/Social:</b> 43
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>Fine Motor:</b> 2, 3, 4, 11, 12, 15, 16, 17, 18, 19, 21, 22, 25, 26, 32, 34, 39, 40 <b>Pre-Writing:</b> 1, 2, 6, 7, 13, 16, 17, 18, 30 <b>Cognitive:</b> 1, 2, 3, 4, 5, 25 <b>Self Help:</b> 2, 11, 22, 27, 29, 31, 32, 33

# Kentucky Early Childhood Standards Crosswalk

## Learning Accomplishment Profile–3(LAP-3)

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	<b>Cognitive:</b> 21, 64
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	<b>Pre-Writing:</b> 27, 29 <b>Language:</b> 48
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	<b>Cognitive:</b> 61 <b>Language:</b> 48
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>Cognitive</b> 29, <b>Language:</b> 41
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	<b>Cognitive:</b> 85, 87 <b>Language:</b> 48
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	<b>Cognitive:</b> 7, 8, 13, 16, 19, 41, 87
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>Language:</b> 3, 23, 54 <b>Personal/Social:</b> 1, 5, 13, 27, 28, 32
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	<b>Personal/Social:</b> 26
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	<b>Personal/Social:</b> 6, 12, 15, 44

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<p>4 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11)</p> <p>8 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20)</p> <p>12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28)</p> <p>18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37)</p> <p>24 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Explores the environment and learn how things work. (p. 48)</p> <p>30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Explores new ways to do things and show beginning understanding of concepts such as color, size, matching, and weight. (p. 60)</p> <p>36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries, Explores and understand in more detailed and abstract ways. (p. 73)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.2:</b> Responds to the environment	<p>4 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Makes things happen, quite often unintentionally. (p. 12)</p> <p>8 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Makes things happen. (p. 21)</p> <p>12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Makes expected things happen. (p. 29)</p> <p>18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Uses toys and other objects with a purpose. (p. 38)</p> <p>24 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Expects specific results when playing with toys and other objects. (p. 50)</p> <p>30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Begins to understand consequences when re-creating familiar events and following routines. (p. 62)</p> <p>36 months – <b>Cognitive Development V.</b> Exploring and Problem solving: Toddler Discoveries, Shows ability to figure things out. (p. 74)</p>
<b>Benchmark 1.3:</b> Recalls information about the environment	<p>4 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11)</p> <p>8 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Displays short-term memory. (p. 20)</p> <p>12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Demonstrates memory. (p. 28)</p> <p>18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Shows increased memory skills. (p. 38)</p> <p>24 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Shows increasing memory for details and routines. (p. 49)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.3:</b> Recalls information about the environment</p>	<p>30 months – <b>Cognitive Development B.</b> Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61)  36 months – <b>Cognitive Development V.</b> Exploring and Problem solving: Toddler Discoveries, Plans before taking action. (p.74)</p>
<p><b>Benchmark 1.4:</b> Recognizes characteristics of people and objects</p>	<p>4 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Responds to familiar adults. (p. 7)  4 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Pays attention to what is happening in the environment. (p. 11)  8 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Engages with familiar adults. (p. 15)  8 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20)  12 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows preference for familiar adults. (p. 23)  12 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28)  18 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Relies on the presence of familiar adults to try things. (p. 32)  18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37)  24 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Seeks the support of familiar adults to try things. (p. 42)  24 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Explores the environment and learns how things work. (p. 48)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.4:</b> Recognizes characteristics of people and objects</p>	<p>30 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows need for familiar adult's approval and also acts independently. (p. 53)</p> <p>30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight. (p. 60)</p> <p>30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61)</p> <p>36 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 66)</p> <p>36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries Explores and understands in more detailed and abstract ways. (p. 73)</p> <p>36 months – <b>Cognitive Development V.</b> Exploring and Problem solving: Toddler Discoveries, Plans before taking action. (p.74)</p>
<p><b><i>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</i></b></p>	
<p><b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information</p>	<p>4 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p.10)</p> <p>8 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p.18)</p> <p>12 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p.26)</p> <p>18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p.36)</p>



# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information</p>	<p>24 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p.46)  30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p.58)  36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p.71)</p>
<p><b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others</p>	<p>4 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10)  8 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18)  12 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p. 26)  18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p. 36)  24 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p. 46)  30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p. 58)  30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59)  36 months – <b>Communication and Language IV.</b> Understanding and Communicating:</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>(Continued)</b> <b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p. 71) 36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observation. (p. 72)
<b><i>Communication Standard 2: Demonstrates communication skills in order to express him/herself</i></b>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 4 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10) 8 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses feelings. (p. 16) 8 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18) 12 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows likes and dislikes. (p. 24) 12 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses consistent sounds, verbal expressions, and gestures to communicate. (p. 27) 18 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33) 18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36) 24 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses own ideas, interests, and feelings. (p. 43)

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>(Continued)</b> <b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	30 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows growing ability to manage own behavior in different ways. (p. 55)
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<p>4 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses sounds and body movements to communicate. (p. 11)</p> <p>8 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses a variety of sounds and motions to communicate. (p. 19)</p> <p>12 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses consistent sounds, verbal expressions, and gestures to communicate. (p. 27)</p> <p>18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36)</p> <p>24 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses a growing number of words and puts several words together. (p. 47)</p> <p>30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59)</p> <p>30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Participates in conversations. (p.60)</p> <p>36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Participates in conversations. (p.72)</p> <p>36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observation. (p. 72)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i></b>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<p>4 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to sights and sounds. (p. 10)</p> <p>8 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Responds to frequently heard sounds and words. (p. 18)</p> <p>12 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows understanding of gestures and words. (p. 26)</p> <p>18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Shows increased understanding of words and gestures. (p. 36)</p> <p>18 months – <b>Communication and Language IV.</b> Understanding and Communicating: Baby Talk, Uses consistent sounds, gestures, and some words to communicate. (p. 36)</p> <p>24 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Follows simple directions and suggestions consistently. (p. 46)</p> <p>24 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses a growing number of words and puts several words together. (p. 47)</p> <p>30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories. (p. 58)</p> <p>30 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses words and some conventions of speech to express thoughts and ideas. (p. 59)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes</p>	<p>36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Understands questions, some abstract concepts, and simple directions. (p. 71)  36 months – <b>Communication and Language IV.</b> Understanding and Communicating: Toddler Talk, Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations. (p. 72)</p>
<p><b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b></p>	
<p><b>Benchmark 1.1:</b> Enjoys and engages in visual arts</p>	<p>4 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries Pays attention to what is happening in the environment. (p. 11)  8 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Attends to what is happening in the environment. (p. 20)  8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22)  12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28)  12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30)  18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Gains new understanding while exploring the environment. (p. 37)  24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Uses hands and eyes to accomplish a variety of activities. (p. 51)  30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p. 61)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.1:</b> Enjoys and engages in visual arts</p>	<p>30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates eye-hand coordination while manipulating and exploring objects. (p. 63)  36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74)  36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Uses fingers, hands, and eyes to engage in a variety of activities. (p. 76)</p>
<p><b>Benchmark 1.2:</b> Enjoys and engages in music</p>	<p>4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8)  4 months – <b>Social and Emotional Development I.</b> Personal and Connections: Its about Trust, Responds to familiar adults. (p. 7)  8 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses feelings. (p. 16)  12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Shows understanding of things in the environment during exploration. (p. 28)  18 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33)  24 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Shows increasing memory for details and routines. (p. 49)  36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74)  36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p.75)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<p>4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Gains control of head and body. (p. 13)</p> <p>8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes body positions. (p. 21)</p> <p>12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p. 30)</p> <p>18 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Moves from place to place. (p. 39)</p> <p>24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50)</p> <p>30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63)</p> <p>36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p. 74)</p> <p>36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)</p>
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<p>4 months – <b>Social and Emotional Development I.</b> Personal and Connections: Its about Trust, Responds to familiar adults. (p. 7)</p> <p>4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8)</p> <p>8 months – <b>Social and Emotional Development I.</b> Personal and Connections: Its about Trust, Engages with familiar adults. (p. 15)</p> <p>8 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses feelings. (p. 16)</p> <p>12 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Demonstrates memory. (p. 28)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama</p>	<p>18 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Baby Discoveries, Shows increased memory skills. (p.38)  24 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses own ideas, interests, and feelings. (p.43)  24 months – <b>Social and Emotional Development III.</b> Relationships with Other Children: Child to Child, Watches and plays briefly with other children. (p.45)  30 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses feelings through language and pretend play. (p.56)  30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Uses reasoning skills and imagination when planning ways to make things happen. (p.61)  30 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Toddler Discoveries, Begins to understand consequences when re-creating familiar events and following routines. (p.62)  36 months – <b>Cognitive Development V.</b> Exploring and Problem Solving: Toddler Discoveries, Plans before taking action. (p.74)  36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)</p>



# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<p>4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Gains control of head and body. (p.13)</p> <p>8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes body positions. (p.21)</p> <p>12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p.30)</p> <p>18 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Moves from place to place. (p.39)</p> <p>24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50)</p> <p>30 months — <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63)</p> <p>36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)</p>
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<p>4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Gains control of head and body. (p. 13)</p> <p>8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes body positions. (p. 22)</p> <p>12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Changes position and begins to move from place to place. (p. 30)</p> <p>18 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Move from place to place. (p. 39)</p> <p>24 months – <b>Physical Development VI.</b> Movement and Coordination:</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.2:</b> Demonstrates balance and coordination</p>	<p>Toddlers in Motion, Shows increasing coordination and balance, and combines actions to participate in play activities. (p. 50)  30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Shows coordination skills while moving around and engaging in play activities. (p. 63)  36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates increased body control and combines several movements when participating in play activities. (p. 75)</p>
<p><b>Benchmark 1.3:</b> Exhibits eye-hand coordination</p>	<p>4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Reaches toward things that capture their attention. (p. 13)  8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22)  4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Reaches toward things that capture their attention. (p. 13)  4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Holds things briefly before they drop from fingers. (p. 14)  8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Uses both hands with intention and purpose. (p. 22)  12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30)  18 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Uses hands to engage in a variety of activities and social games. (p. 40)  24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Uses hands and eyes to accomplish a variety of activities. (p. 51)  30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrates eye-hand coordination while manipulating and exploring objects. (p. 63)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>(Continued)</b> <b>Benchmark 1.3:</b> Exhibits eye-hand coordination	36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Uses fingers, hands, and eyes to engage in a variety of activities. (p. 76)
<b>Benchmark 1.4:</b> Controls small muscles in hands	4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Reach toward things that capture their attention. (p. 13) 4 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Hold things briefly before they drop from fingers. (p. 14) 8 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Use both hands with intention and purpose. (p. 22) 12 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Coordinate eyes with hands while holding and exploring objects. (p. 30) 18 months – <b>Physical Development VI.</b> Movement and Coordination: Babies in Motion, Use hands to engage in a variety of activities and social games. (p. 40) 24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Use hands and eyes to accomplish a variety of activities. (p. 51) 30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Demonstrate eye-hand coordination while manipulating and exploring objects. (p. 63) 36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Use fingers, hands, and eyes to engage in a variety of activities. (p. 76)
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8) 8 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Uses both hands with intention and purpose. (p. 22)

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>(Continued)</b>  <b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met</p>	<p>12 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Coordinates eyes with hands while holding and exploring objects. (p. 30)  18 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Begins to participate in self-help activities. (p. 41)  24 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Participates in self-help activities. (p. 52)  30 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Participates in self-help activities. (p. 64)  36 months – <b>Physical Development VI.</b> Movement and Coordination: Toddlers in Motion, Accomplishes many self-help activities. (p. 77)</p>
<p><b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b></p>	
<p><b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others</p>	<p>4 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Responds to familiar adults. (p. 7)  8 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Engages with familiar adults. (p. 15)  12 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows preference for familiar adults. (p. 23)  18 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Relies on the presence of familiar adults to try things. (p. 32)  24 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Seeks the support of familiar adults to try things. (p. 42)  30 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows need for familiar adult's approval and also act independently. (p. 53)  36 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 66)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<p><b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others</p>	<p>4 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Shows awareness of other children. (p. 9)</p> <p>4 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows awareness of unfamiliar people. (p. 8)</p> <p>8 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Shows awareness of other children. (p. 17)</p> <p>8 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Notices and reacts to unfamiliar adults. (p. 16)</p> <p>12 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Demonstrates awareness of other children. (p. 26)</p> <p>12 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Reacts to unfamiliar adults. (p. 24)</p> <p>18 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Interacts with other children. (p. 35)</p> <p>18 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows awareness of unfamiliar adults. (p. 33)</p> <p>24 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Watches and plays briefly with other children. (p.45)</p> <p>24 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Acts cautiously around unfamiliar adults. (p. 43)</p> <p>30 months – <b>Social and Emotional Development III.</b> Relationships with other Children: Child to Child, Plays beside other children. (p. 57)</p> <p>30 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows cautious interest in unfamiliar adults. (p. 54)</p> <p>36 months – <b>Social and Emotional Development I.</b> Personal Connections: It's About Trust, Shows cautious interest in new people. (p. 67)</p> <p>36 months – <b>Social and Emotional Development III.</b> Relationships with Other Children: Child to Child, Shows capacity to play cooperatively with other children. (p. 70)</p>

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<p>4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses comfort and discomfort, enjoyment and unhappiness. (p. 8)</p> <p>8 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses feelings. (p. 16)</p> <p>12 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows likes and dislikes. (p. 24)</p> <p>18 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows preferences, likes, and dislikes. (p. 33)</p> <p>24 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Expresses own ideas, interests, and feeling. (p. 43)</p> <p>24 months – <b>Social and Emotional Development III.</b> Relationships with Other Children: Child to Child, Shows awareness of other children’s feelings. (p. 46)</p> <p>30 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows an emerging sense of self. (p. 55)</p> <p>30 months – <b>Social and Emotional Development III.</b> Relationships with Other Children: Child to Child, Responds to other children’s feelings. (p. 57)</p> <p>36 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows comfort with independence, competence, and expressing feelings. (p. 67)</p> <p>36 months – <b>Social and Emotional Development III.</b> Relationships with Other Children: Child to Child, Responds to other children’s feelings. (p. 70)</p>

## Kentucky Early Childhood Standards Crosswalk

### The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	<p>4 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Calms self. (p.9)</p> <p>8 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Learns to cope with familiar and unfamiliar situations. (p.17)</p> <p>12 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Tries to manage own behavior in different situations. (p.25)</p> <p>18 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Tries to manage own behavior. (p.34)</p> <p>24 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Tries to manage own behavior. (p.44)</p> <p>30 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Shows growing ability to manage own behavior in different ways. (p.55)</p> <p>36 months – <b>Social and Emotional Development II.</b> Feelings About Self: Learning About Me, Demonstrates emerging ability to manage own behavior. (p.68)</p>
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion: Uses hands with increasing control and precision for a variety of purposes. (p.88)
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion: Participates in many play activities and use new movement skills. (p.87)

## Kentucky Early Childhood Standards Crosswalk

### The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion: Uses hands with increasing control and precision for a variety of purposes. (p. 88) 42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87)
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p.78) 42 months – <b>Personal and Social Development III.</b> Relationships With Other Children: Child to Child, Engages in cooperative play with other children. (p. 81)
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – <b>Personal and Social Development III.</b> Relationships With Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p.82) 42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83) 42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84)
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84) 42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)



# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Participates in conversations. (p. 84) 42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
<b>Benchmark 2.2:</b> Observes to gain information and understanding	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – <b>Personal and Social Development III.</b> Relationships with Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p. 82)
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83) 42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
<b>Benchmark 3.6:</b> Tells and retells a story	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Uses conventions of speech while expressing ideas. (p. 83)

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	42 months – <b>Personal and Social Development III.</b> Relationships With Other Children: Child to Child, Engages in cooperative play with other children. (p. 81) 42 months – <b>Personal and Social Development III.</b> Relationships with Other Children: Child to Child, Shows increasing ability to understand the feelings of other children. (p. 82)
<b>Benchmark 1.2:</b> Applies social problem solving skills	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Thinks about a problem and figures out what to do. (p. 86) 42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80)
<b>Benchmark 1.3:</b> Exhibits independent behavior	42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Shows greater comfort with independence. (p. 79) 42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79) 42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Accomplishes news self-help tasks. (p. 89)

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80) 42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Expresses feelings, needs, and wants. (p.81) 42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Accomplishes new self-help tasks. (p. 89)
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Participates in many play activities and use new movement skills. (p. 87)
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Participates in many play activities and use new movement skills. (p. 87)
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87) 42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)

# Kentucky Early Childhood Standards Crosswalk

## The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Participates in many play activities and uses new movement skills. (p. 87)
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	42 months – <b>Physical Development VI.</b> Movement and Coordination: Preschoolers in Motion, Uses hands with increasing control and precision for a variety of purposes. (p. 88)
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86) 42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85) 42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86)
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Makes a plan before taking action. (p. 86) 42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understand new information and begins to explore more complex situations and concepts. (p. 85)

## Kentucky Early Childhood Standards Crosswalk

### The Ounce Scale

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83)
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Thinks about a problem and figures out what to do. (p. 86)
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	42 months – <b>Communication and Language IV.</b> Understanding and Communicating: Preschooler Talk, Understands requests, directions, concept words, stories, and sequence. (p. 83) 42 months – <b>Cognitive Development V.</b> Exploration and Problem Solving: Preschooler Discoveries, Understands new information and begins to explore more complex situations and concepts. (p. 85)
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	42 months – <b>Personal and Social Development II.</b> Feelings About Self: Learning About Me, Manages own behavior with increasing skill. (p. 80)
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Reflects attitudes and behaviors of familiar adults. (p. 78) 42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79)
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Shows greater comfort with independence. (p. 79) 42 months – <b>Personal and Social Development I.</b> Personal Connections: It's About Trust, Shows comfort around new adults. (p. 79)

R. Wollin 4/12/04

\*The Ounce Scale is for Birth to 42 months or 3 ½ years old. Therefore, it has mid year standards for 4 year olds. The Ounce Scale Standards and Performance Indicators are written for children from Birth to the age of 42 months.

Refer to the Work Sampling System for complimentary Performance Indicators (Standards) for the end of the 4<sup>th</sup> year

# Kentucky Early Childhood Standards Crosswalk

## Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	<b>Cognitive:</b> Categories of play, p. 99, p. 104 <b>Social Emotional:</b> Mastery motivation, p. 150
<b>Benchmark 1.2:</b> Responds to the environment	<b>Cognitive:</b> Problem-solving, pp. 101-102; 105-106 <b>Language:</b> Pragmatics, pp. 191-192
<b>Benchmark 1.3:</b> Recalls information about the environment	<b>Language:</b> Language comprehension, pp. 200-201
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	<b>Cognitive:</b> Discrimination/classification, p. 102, p. 105
<i><b>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</b></i>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	<b>Language:</b> Pragmatic, p. 192, D. 1 <b>Social Emotional:</b> Sections III, IV, & V. pp. 150-152
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	<b>Language:</b> Pragmatic, pp. 191-192 <b>Social Emotional:</b> Sections III, IV, & V. pp. 146-148
<i><b>Communication Standard 2: Demonstrates communication skills in order to express him/herself</b></i>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	<b>Social Emotional:</b> Sections III, IV, & V. pp. 150-152
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	<b>Language:</b> Pragmatic, p. 198 <b>Language:</b> Semantic and Syntactic understanding, pp. 199-200
<i><b>Communication Standard 3: Demonstrates interest and engages in early literacy activities</b></i>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	<b>Cognitive:</b> Categories of play, 104 <b>Cognitive:</b> Discrimination/ classification, p.101 VI.A.1; p. 103 X.A, X.B <b>Cognitive:</b> One-to-one correspondence, E. p. 102 <b>Cognitive:</b> Sequencing abilities, p. 103, 3.b
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	<b>Cognitive:</b> Categories of play, p. 99, I.A.1 <b>Cognitive:</b> Sequencing abilities, p. 103, 4.a <b>Cognitive:</b> Initiative Skills, p. 105

## Kentucky Early Childhood Standards Crosswalk

### Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</i></b>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	
<b>Benchmark 1.2:</b> Enjoys and engages in music	<b>Cognitive:</b> Categories of play, p. 99 I.A.1 <b>Language:</b> Language Comprehension, pp. 194, 200.
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	<b>Cognitive:</b> Categories of play, p. 99, Attention Span II.A.1, II.A.2
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	<b>Cognitive:</b> Symbolic and representational play, pp. 100, 104-105, IIIA.2, 3,4 III B2, C 1,2, IV A.B, V.A.B.
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	<b>Sensorimotor:</b> General appearance of movement, pp. 241, 254-256 <b>Sensorimotor:</b> Mobility in play, pp. 249, 254-256 <b>Sensorimotor:</b> Other developmental achievements, pp. 250, 256-257 <b>Sensorimotor:</b> Prehension and Manipulation, pp. 251-252,257-259 <b>Sensorimotor:</b> Motor planning, pp. 252
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	<b>Sensorimotor:</b> General appearance of movement, pp. 241, 254-256 <b>Sensorimotor:</b> Mobility in play, pp. 249, 254-256 <b>Sensorimotor:</b> Other developmental achievements, pp. 250, 256-257 <b>Sensorimotor:</b> Motor planning, p. 252
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	<b>Sensorimotor:</b> Prehension and Manipulation, pp. 251-252, 257-259
<b>Benchmark 1.4:</b> Controls small muscles in hands	<b>Sensorimotor:</b> Prehension and Manipulation, pp. 251-252, 257-259
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	<b>Language:</b> Pragmatics, pp. 191-192,196 <b>Sensorimotor:</b> Motor planning, p. 252
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	<b>Social Emotional:</b> Sections III, IV, & V. pp. 146-148; 150-152 <b>Social Emotional:</b> Characteristics of dramatic play, p. 148
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	<b>Social Emotional:</b> Sections III, IV, & V. pp. 146-148; 150-152

## Kentucky Early Childhood Standards Crosswalk

### Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	<b>Social Emotional:</b> Temperament, p. 145 <b>Social Emotional:</b> Development of Humor, p. 151
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>Cognitive:</b> Drawing ability, pp. 103, 107
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>Cognitive:</b> Categories of play, pp. 99, 104 <b>Sensorimotor:</b> Mobility in play, p. 249 <b>Sensorimotor:</b> Other developmental achievements, pp. 250, 256-257
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>Cognitive:</b> Categories of play, pp. 99, 104 <b>Language:</b> Language Comprehension, pp. 200
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>Cognitive:</b> Symbolic and representational play, pp. 100, 104-105
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>Language:</b> Modalities of communication, p. 191 <b>Language:</b> Pragmatics, p. 191
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>Language:</b> Pragmatics, pp. 191-192
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	Language Semantic and Syntactic understanding, pp. 193-194 <b>Language:</b> Sound production, p. 201
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>Language:</b> Comprehension of language, pp. 194, 200-201
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>Cognitive:</b> Attention, pp.99-100
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>Cognitive:</b> Attention, pp. 99-100



## Kentucky Early Childhood Standards Crosswalk

### Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	
<b>Benchmark 3.6:</b> Tells and retells a story	
Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>Cognitive:</b> Drawing ability, pp. 103, 107
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>Cognitive:</b> Drawing ability, pp. 103, 107
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>Cognitive:</b> Drawing ability, p. 107 <b>Sensorimotor:</b> Prehension and manipulation, pp. 251, 258-259
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>Social Emotional:</b> Sections III, IV, & V. pp. 150-152 <b>Social Emotional:</b> Social relations with peers, pp.151-152
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>Social Emotional:</b> Social interactions with peers, pp. 149, 151-152
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>Social Emotional:</b> Mastery motivation, pp. 145-146, 150 <b>Social Emotional:</b> Attachment, separation, and individuation, pp. 150-151
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>Social Emotional:</b> Mastery motivation, pp. 145-146, 150
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>Cognitive:</b> One-to-one correspondence, pp. 102, 107 <b>Cognitive:</b> Sequencing abilities, pp.102-103, 107
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>Cognitive:</b> Discrimination/ classification, p. 102 <b>Cognitive:</b> One-to-one correspondence, pp. 102, 107 <b>Cognitive:</b> Sequencing abilities, p. 107
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>Cognitive:</b> Discrimination/ classification, p. 102 <b>Cognitive:</b> One-to-one correspondence, E. p. 102 <b>Cognitive:</b> Sequencing abilities, p. 107

## Kentucky Early Childhood Standards Crosswalk

### Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>Cognitive:</b> Discrimination/ classification, p. 102 <b>Cognitive:</b> One-to-one correspondence, pp. 102, 107 <b>Cognitive:</b> Sequencing abilities, pp. 102-103,107
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>Sensorimotor:</b> General appearance of movement, pp. 254-256 <b>Sensorimotor:</b> Mobility in play, pp. 249, 254-256 <b>Sensorimotor:</b> Motor planning, pp. 252
<b>Benchmark 1.2:</b> Performs a variety of locomotor skills with control and balance	<b>Sensorimotor:</b> Mobility in play, p. 249 <b>Sensorimotor:</b> Other developmental achievements, pp. 250, 256-257 <b>Sensorimotor:</b> Motor planning, p. 252
<b>Benchmark 1.3:</b> Performs a variety of non-locomotor skills with control and balance	<b>Sensorimotor:</b> General appearance of movement, pp. 241, 254-256 <b>Sensorimotor:</b> Muscle tone/ strength/endurance, pp. 247-248 <b>Sensorimotor:</b> Stationary Positions and play, pp. 248-249
<b>Benchmark 1.4:</b> Combines a sequence of several motor skills with control and balance	<b>Sensorimotor:</b> General appearance of movement, pp. 241, 254-256 <b>Sensorimotor:</b> Muscle tone/ strength/endurance, pp. 247-248 <b>Sensorimotor:</b> Mobility in play, pp. 249, 254-256 <b>Sensorimotor:</b> Motor planning, p. 252
<b>Benchmark 1.5:</b> Performs fine motor tasks using eye-hand coordination	<b>Sensorimotor:</b> Prehension and manipulation, pp. 251, 258-259
<b><i>Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)</i></b>	
<b>Benchmark 1.1:</b> Explores features of environment through manipulation	<b>Cognitive:</b> Early object use, pp. 100, 104 <b>Cognitive:</b> Problem-solving, pp. 101-102, 105-106
<b>Benchmark 1.2:</b> Asks simple scientific questions that can be answered with exploration	
<b>Benchmark 1.3:</b> Uses a variety of tools to explore the environment	<b>Cognitive:</b> Early object use, pp. 100, 104 <b>Cognitive:</b> Problem-solving, pp. 105-106
<b>Benchmark 1.4:</b> Collects, describes, and records information through a variety of means	<b>Cognitive:</b> Discrimination/ classification, pp. 102, 105 <b>Cognitive:</b> One-to-one correspondence, p. 102 <b>Cognitive:</b> Sequencing abilities, pp.102-103, 107

## Kentucky Early Childhood Standards Crosswalk

### Transdisciplinary Play-Based Assessment

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.5:</b> Makes and verifies predictions based on past experiences	
<b><i>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives</i></b>	
<b>Benchmark 1.1:</b> Differentiates between events that happen in the past, present and future	<b>Cognitive:</b> Sequencing abilities, pp. 102-103, 107 <b>Social Emotional:</b> Characteristics of dramatic play, p. 148
<b>Benchmark 1.2:</b> Uses environmental clues and tools to understand surroundings	
<b>Benchmark 1.3:</b> Shows an awareness of fundamental economic concepts	<b>Cognitive:</b> One-to-one correspondence, pp. 102, 107 <b>Cognitive:</b> Sequencing abilities, p. 107
<b>Benchmark 1.4:</b> Knows the need for rules within the home, school and community	<b>Social Emotional:</b> Humor and social conventions, p. 148
<b>Benchmark 1.5:</b> Understands the roles and relationships within his/her family	<b>Social Emotional:</b> Social interaction with parent, p. 146 <b>Social Emotional:</b> Attachment, separation, and individuation, pp. 150-151 <b>Social Emotional:</b> Social interactions with peers, pp. 148-149, 151-152
<b>Benchmark 1.6:</b> Knows that diversity exists in the world	<b>Social Emotional:</b> Social interactions with peers, pp. 148-149, 151-152

# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>BIRTH – TO – THREE</b>	
<i><b>Cognitive Standard 1: Explores the environment and retains information</b></i>	
<b>Benchmark 1.1:</b> Demonstrates curiosity in the environment	
<b>Benchmark 1.2:</b> Responds to the environment	
<b>Benchmark 1.3:</b> Recalls information about the environment	
<b>Benchmark 1.4:</b> Recognizes characteristics of people and objects	
<i><b>Communication Standard 1: Demonstrates observation and listening skills and responds to the communication of others</b></i>	
<b>Benchmark 1.1:</b> Focuses on and attends to communication of others and to sounds in the environment to gain information	
<b>Benchmark 1.2:</b> Responds to the verbal and nonverbal communication of others	
<i><b>Communication Standard 2: Demonstrates communication skills in order to express him/herself</b></i>	
<b>Benchmark 2.1:</b> Engages in nonverbal communication for a variety of purposes	
<b>Benchmark 2.2:</b> Uses vocalizations and words for a variety of purposes	
<i><b>Communication Standard 3: Demonstrates interest and engages in early literacy activities</b></i>	
<b>Benchmark 3.1:</b> Demonstrates interest and engagement in print literacy materials	
<b>Benchmark 3.2:</b> Demonstrates interest and engagement in stories, songs, and rhymes	
<i><b>Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression</b></i>	
<b>Benchmark 1.1:</b> Enjoys and engages in visual arts	
<b>Benchmark 1.2:</b> Enjoys and engages in music	

# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>Benchmark 1.3:</b> Enjoys and engages in movement and dance	
<b>Benchmark 1.4:</b> Enjoys and engages in pretend play and drama	
<b><i>Motor Standard 1: Demonstrates fine and gross motor skills and body awareness</i></b>	
<b>Benchmark 1.1:</b> Moves with purpose and coordination	
<b>Benchmark 1.2:</b> Demonstrates balance and coordination	
<b>Benchmark 1.3:</b> Exhibits eye-hand coordination	
<b>Benchmark 1.4:</b> Controls small muscles in hands	
<b>Benchmark 1.5:</b> Expresses physical needs and actively participates in self-care routines to have these needs met	
<b><i>Social Emotional Standard 1: Demonstrates trust and engages in social relationships</i></b>	
<b>Benchmark 1.1:</b> Shows attachments and emotional connection towards others	
<b>Benchmark 1.2:</b> Demonstrates desire to create relationships and understanding of these relationships with others	
<b><i>Social Emotional Standard 2: Demonstrates sense of self</i></b>	
<b>Benchmark 2.1:</b> Expresses and recognizes a variety of emotions	
<b>Benchmark 2.2:</b> Exhibits ability to control feelings and behaviors and understands simple rules and limitations	

# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b>THREE – T O – FOUR</b>	
<b><i>Arts &amp; Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences</i></b>	
<b>Benchmark 1.1:</b> Develops skills in and appreciation of visual arts	<b>VI The Arts A.3</b> Expression and representation / Uses a variety of art materials for tactile experience and exploration. <b>VI The Arts B.1</b> Understanding and appreciation / Responds to artistic creations or events.
<b>Benchmark 1.2:</b> Develops skills in and appreciation of dance	<b>VI The Arts A.2</b> Expression and representation / Participates in creative movement, dance and drama. <b>VI The Arts B.1</b> Understanding and appreciation / Responds to artistic creations or events.
<b>Benchmark 1.3:</b> Develops skills in and appreciation of music	<b>VI The Arts A.1</b> Expression and representation / Participates in group music experiences. <b>VI The Arts B.1</b> Understanding and appreciation / Responds to artistic creations or events.
<b>Benchmark 1.4:</b> Develops skills in and appreciation of drama	<b>VI The Arts A.2</b> Expression and representation / Participates in creative movement, dance and drama. <b>VI The Arts B.1</b> Understanding and Appreciation 1. Responds to artistic creations or events.
<b><i>Language Arts Standard 1: Demonstrates general skills and strategies of the communication process</i></b>	
<b>Benchmark 1.1:</b> Uses non-verbal communication for a variety of purposes	<b>II Language and Literacy D.1</b> Writing / Represents ideas and stories through pictures, dictation, and play. <b>II Language and Literacy D.2</b> Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
<b>Benchmark 1.2:</b> Uses spoken language for a variety of purposes	<b>II Language and Literacy B.2</b> Speaking / Uses expanded vocabulary and language for a variety of purposes.
<b>Benchmark 1.3:</b> Speaks with increasing clarity and use of conventional grammar	<b>II Language and Literacy B.1</b> Speaking / Speaks clearly enough to be understood without contextual clues. <b>II Language and Literacy B.2</b> Speaking / Uses expanded vocabulary and language for a variety of purposes.

# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes</i></b>	
<b>Benchmark 2.1:</b> Engages in active listening in a variety of situations	<b>II Language and Literacy A.1</b> Listening / Gains meaning by listening. <b>II Language and Literacy A.2</b> Listening / Follows two- or three- step directions.
<b>Benchmark 2.2:</b> Observes to gain information and understanding	<b>II Language and Literacy C.4</b> Reading / Comprehends and responds to stories read aloud. <b>IV Scientific Thinking A.1</b> Inquiry / Asks questions and uses senses to observe and explore materials and natural phenomena. <b>V Social Studies A.1</b> People, past and present / Identifies similarities and differences in personal and family characteristics. <b>V Social Studies D.2</b> People and where they live / Shows awareness of the environment.
<b><i>Language Arts Standard 3: Demonstrates general skills and strategies of the reading process</i></b>	
<b>Benchmark 3.1:</b> Listens to and responds to reading materials with interest and enjoyment	<b>II Language and Literacy C.1</b> Reading / Shows appreciation for books and reading.
<b>Benchmark 3.2:</b> Shows interest and understanding of the basic concepts and conventions of print	<b>II Language and Literacy C.2</b> Reading / Shows beginning understanding of concepts about print.
<b>Benchmark 3.3:</b> Demonstrates knowledge of the alphabet	<b>II Language and Literacy C.3</b> Reading / Begins to develop knowledge about letters.
<b>Benchmark 3.4:</b> Demonstrates emergent phonemic/phonological awareness	<b>II Language and Literacy A.3</b> Listening / Demonstrates phonological awareness.
<b>Benchmark 3.5:</b> Draws meaning from pictures, print and text	<b>II Language and Literacy C.4</b> Reading / Comprehends and responds to stories read aloud. <b>II Language and Literacy D.3</b> Writing / Understands purposes for writing.
<b>Benchmark 3.6:</b> Tells and retells a story	<b>II Language and Literacy C.4</b> Reading / Comprehends and responds to stories read aloud. <b>II Language and Literacy B.2</b> Speaking / Uses expanded vocabulary and language for a variety of purposes.

# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process</i></b>	
<b>Benchmark 4.1:</b> Understands that the purpose of writing is communication	<b>II Language and Literacy D.3</b> Writing / Understands purposes for writing.
<b>Benchmark 4.2:</b> Produces marks, pictures and symbols that represent print and ideas	<b>II Language and Literacy D.2</b> Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
<b>Benchmark 4.3:</b> Explores the physical aspect of writing	<b>II Language and Literacy D.2</b> Writing / Uses letter-like shapes, symbols, and letters to convey meaning.
<b><i>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative</i></b>	
<b>Benchmark 1.1:</b> Shows social cooperation	<b>I Personal and Social Development D.1</b> Interaction with others / Interacts easily with one or more children. <b>I Personal and Social Development D.2</b> Interaction with others / Interacts easily with familiar adults. <b>I Personal and Social Development D.3</b> Interaction with others / Participates in the group life of the class. <b>I Personal and Social Development B.2</b> Self control / Uses classroom materials carefully. <b>I Personal and Social Development B.1</b> Self control / Follows simple classroom rules and routines.
<b>Benchmark 1.2:</b> Applies social problem solving skills	<b>I Personal and Social Development E.1</b> Social problem-solving / Seeks adult help when needed to resolve conflicts.
<b>Benchmark 1.3:</b> Exhibits independent behavior	<b>I Personal and Social Development A.2</b> Self concept / Shows some self-direction. <b>I Personal and Social Development A.1</b> Self concept / Demonstrates self-confidence.
<b>Benchmark 1.4:</b> Shows a sense of purpose (future – hopefulness)	<b>I Personal and Social Development C.1</b> Approaches to learning / Shows eagerness and curiosity as a learner. <b>I Personal and Social Development A.2</b> Self concept / Shows some self-direction.



# Kentucky Early Childhood Standards Crosswalk

## The Work Sampling System 4<sup>th</sup> Edition

Early Childhood Standards and Benchmarks	Crosswalk Items
<b><i>Math Standard 1: Demonstrates general skills and uses concepts of mathematics</i></b>	
<b>Benchmark 1.1:</b> Demonstrates an understanding of numbers and counting	<b>III Mathematical Thinking B.1</b> Number and operations / Shows beginning understanding of number and quantity.
<b>Benchmark 1.2:</b> Recognizes and describes shapes and spatial relationships	<b>III Mathematical Thinking D.1</b> Geometry and spatial relations / Begins to recognize and describe the attributes of shapes. <b>III Mathematical Thinking D.2</b> Geometry and spatial relations / Shows understanding of and uses several positional words.
<b>Benchmark 1.3:</b> Uses the attributes of objects for comparison and patterning	<b>III Mathematical Thinking C.1</b> Patterns, relationships, and functions / Sorts objects into subgroups that vary by one or two attributes. <b>III Mathematical Thinking C.2</b> Patterns, relationships, and functions / Recognizes simple patterns and duplicates them.
<b>Benchmark 1.4:</b> Measures and describes using nonstandard and standard units	<b>III Mathematical Thinking E.1</b> Measurement / Orders, compares, and describes objects according to a single attribute. <b>III Mathematical Thinking E.2</b> Measurement / Participates in measuring activities.
<b><i>Physical Development Standard 1: Demonstrates basic gross and fine motor development</i></b>	
<b>Benchmark 1.1:</b> Moves through an environment with body control and balance	<b>VII Physical Development and Health A.1</b> Gross motor development / Moves with balance and control. <b>VII Physical Development and Health B.1</b> Fine motor development / Uses strength and control to perform simple tasks.